

RYSS Academy at Brownsville

Campus Improvement Plan

2026/2027

The Year We Shine with Kindness



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RYSS Academy at Brownsville

Mission

We the faculty, staff, family and community of RYSS Academy Brownsville 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

RYSS Academy Brownsville 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

RYSS Academy at Brownsville 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.

RYSS Academy at Brownsville 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
Ortega, Alejandra	RYSS Administration
Carbajal, Lavinia	RYSS Administration
Olvera, Abigail	Parent
Gamez, Veronica	Parent
Olvera, Ximena	Student
Chavez, Juan	Business Partner
Torres, Gabriela	Counselor
Hernandez, Aura	Parent

Resources

Resource	Source
CTE Basic Grant	Federal
Title I	Federal
Bilingual Allotment	State
GT Allotment	State
Local Funds	State
SPED Funding	State

RYSS Academy at Brownsville

Goal 1. (Goal 1-Student Achievement) RYSS Academy at Brownsville will provide personalized learning; interventions, extensions, and engaging instructional opportunities that support the academic needs of all students, ensuring equitable access to high-quality learning experiences and promoting continuous growth and high levels of achievement for every learner.

Objective 1. (Instruction-Accountability) By May 2027, RYSS Brownsville will increase the percent of students reaching the Approaches Level Performance by 10% by 5% and Masters 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 (ILP) created within the first three weeks of each benchmark window (BOY – September, MOY – January, EOY – May) using i-Ready diagnostic, DIBELS, and STAAR/benchmark data. Grade-level teams will update each student's ILP target skills and small-group placement every three weeks based on i-Ready progress-monitoring and common-assessment data. Campus administrators will conduct bi-weekly monitoring to verify implementation and instructional response. (Walkthroughs, small group progress monitoring DMAC, PLC data meetings) (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(s)	Bi-Weekly Aug. May	(F)Title I, A, (S)Blended Learning Grant, (S)Local Funds	Criteria: MOY and EOY I-Ready MOY, EOY Dibbles EOY STAAR Data MOY and EOY Benchmark Walkthrough and Observation Small Group Rosters DMAC Progress Monitoring Data Lesson Plans-Small Group Plans/ Instructional adjustments
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) (Target Group: BI,ESL,SPED,AtRisk,504) (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(s)	Weekly August 13-May 31	(F)IDEA Special Education, (F)Title I, A, (S)Bilingual Allotment, (S)Local Funds	Criteria: TELPAS STAAR
3. RYSS Academy at Brownsville will provide AT-RISK students with tutorials and accelerated intervention before school, after school, and on Saturdays at least twice weekly, targeting students identified through STAAR, i-Ready, and benchmark data as not yet	Assistant Principal/Dean of Instruction, Principal(s)	3x/ week August 13-May 31	(F)Title I, A, (S)Local Funds	Criteria: STAAR EOY I Ready TELPAS Dibbles

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
meeting grade-level standards. The Assistant Principal/Dean of Instruction will monitor attendance and progress-monitoring data monthly to adjust groupings. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (ESF: 4,4.1,5,5.3,5.4)				
4. Grade-level mathematics teachers will provide targeted small-group intervention at least three times per week for AT-RISK Grade 7 students identified through 2026 STAAR (63% Approaches, 37% Meets, 0% Masters), BOY, and common-assessment data. Teachers and campus leaders will review student work and DMAC progress-monitoring data during biweekly PLCs and regroup students based on demonstrated mastery. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: AtRisk,7th) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	3x/week Sept.-May	(F)Title I, A, (S)Local Funds	Criteria: Common Assessment STAAR Interim
5. RYSS Academy at Brownsville will provide a WELL-ROUNDED educational program through STEM enrichment, fine arts, college/career readiness (CTE) activities, and student clubs offered at least monthly, giving students exposure to content and experiences beyond core tested subjects. (Title I SW Elements: 1.1,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August-May	(F)CTE Basic Grant, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Club/ Enrichment participation Rosters Event-Sign Ins

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Objective 2. (Instruction K-8th) By May 2027, 70% of K-8 RYSS Brownsville students will meet their annual typical growth for Reading and Math I-Ready and IXL to meet end-of-year performance goals and growth expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Academy at Brownsville will implement a school-wide Reading Campaign requiring all students to read 15 minutes daily tracked through AR logs monitored weekly by classroom teachers. At risk students reading below grade level per BOY i-Ready reading diagnostic will receive additional small group support 3X's a week. (Title I SW Elements: 1.1,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 13-May 31	(F)Title I, A, (S)Local Funds	Criteria: EOY AR point summary I-Ready EOY scores STAAR Reading TELPAS
2. RYSS Academy at Brownsville will utilize pull-out small group instruction, in-class support, and teacher assistants to close achievement gaps, accelerate Tier II & III instruction, and work with AT Risk students already achieving mastery to maintain their high performance. (Title I SW Elements: 1.1,2.5) (Target Group: EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August 13-May 31	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds	Criteria: Dibbles I-Ready Reading and Math STAAR TELPAS

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Objective 3. (Instruction-Learning All Populations) By March 2027, 100% of RYSS Brownsville 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. RYSS Academy at Brownsville will implement SUMMIT K12 (RLA Mastery & Connect to Literacy) and Writing across content areas in our K-8 classes to target English language development for all EB students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Daily	(F)Title I, A, (F)Title III Bilingual / ESL	Criteria: TELPAS I-Ready STAAR SUMMIT
2. RYSS Academy at Brownsville will implement Bluebonnet Math in K-5 classes to target RBIS in all math lessons, sustaining current strong performance while directing additional support to Grade 7. (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(s), Teacher(s)	Daily-August to May	(S)EMAT, (S)Local Funds	Criteria: STAAR I-Ready Benchmarks

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Goal 1. (Goal 1-Student Achievement) RYSS Academy at Brownsville will provide personalized learning; interventions, extensions, and engaging instructional opportunities that support the academic needs of all students, ensuring equitable access to high-quality learning experiences and promoting continuous growth and high levels of achievement for every learner.

Objective 4. (Instruction-Professional Development) By March 2027, 100% RYSS Brownsville teachers will participate in professional development (Bluebonnet Math and Reading, SUMMIT, Science, Math Problem Solving, STEMScopes, SAVVAS, 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 professional development from Region One Services on core-subject curricula and effective data use, including Bluebonnet Math and Reading, Summit K12, STEMscopes, and i-Ready, once every six weeks. Each session will focus on one specific instructional practice identified through current walkthrough data and aligned to T-TESS Domains, including monitoring and adjusting instruction, differentiation, Research-Based Instructional Strategies (RBIS), and lesson internalization. Professional development will include practical strategies and opportunities for teachers to apply the learning in their classrooms, with follow-up monitoring through walkthroughs and PLCs to assess implementation and adjust support as needed. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.2)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Every six weeks	(F)Title I, A, (S)Local Funds	Criteria: T-TESS walkthroughs and Formal Observations Lesson Plans/ Lesson Internalization Coaching Records Student Work Review/ PLC's Dibels/ CLI STAAR I-Ready
2. The Instructional Consultant and Region One Services will provide job-embedded coaching focused on backward design lesson planning and effective small-group and differentiated instruction. They will collaborate with grade-level teams during PLCs twice per semester to analyze DMAC, progress-monitoring, benchmark, and STAAR data and use the findings to adjust instruction, identify student needs, and develop targeted interventions. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,EB,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Principal(s)	Every 6 weeks Sept-May	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: T-TESS walkthroughs and Formal Observations Lesson Plans/ Lesson Internalization Coaching Records Student Work Review/ PLC's Dibels/ CLI STAAR I-Ready

RYSS Academy at Brownsville

Goal 2. (Goal 2-School Culture and Climate) RYSS at Brownsville will foster and maintain a safe, secure, inclusive, respectful, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.

Objective 1. (Culture-Safety) By May 2027, RYSS Academy at Brownsville 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) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Monthly August 13-May 31	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Criteria: Number of Discipline Referrals Counselor Referrals Parental Involvement sign ins
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) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	Biweekly Aug. 13-May 31	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Discipline Referrals Attendance Rates Student Surveys

RYSS Academy at Brownsville

Goal 2. (Goal 2-School Culture and Climate) RYSS at Brownsville will foster and maintain a safe, secure, inclusive, respectful, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.

Objective 2. (Culture-Attendance) By May 2027, 96% of students will attend school regularly, as measured by the campus average daily attendance rate.

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(s)	Every 6 weeks Aug-May	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Attendance Rates
2. Parent/Student trainings and conferences will be held once every semester to target student attendance and goals. (Title I SW Elements: 2.2,2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	2x Semester Aug/ May	(F)Title I, A, (S)Local Funds	Criteria: Attendance Rate
3. The Principal, Assistant Principal and Counselors will review campus attendance data weekly to identify students with 3 or more absences within a rolling four-week period (emerging AT-RISK attendance concern). The Parent Liaison will contact the family within 2 school days of a student reaching this trigger, and Counselors will develop an individualized attendance plan for AT-RISK students reaching 10% or more absences, monitored bi-weekly until attendance improves for two consecutive six-week periods. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal(s)	August 12-May 31	(F)Title I, A, (S)Local Funds	Criteria: Weekly attendance reports Family contact log Individualized attendance plans

RYSS Academy at Brownsville

Goal 2. (Goal 2-School Culture and Climate) RYSS at Brownsville will foster and maintain a safe, secure, inclusive, respectful, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.

Objective 3. (Culture-Social Emotional) By May 2027, RYSS Academy at Brownsville will foster a positive and supportive school culture through ongoing SEL professional development, school-wide positive behavior interventions, and student support systems. As a result, the campus will reduce student disciplinary infractions as measured by district data and stakeholder survey results.

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(s)	August 13-May 31	(F)Title I, A, (F)Title IV Safe and Drug Free	Criteria: Number of Discipline Referrals Student Surveys
2. RYSS Academy at Brownsville will provide staff with classroom management skills, verbal de-escalation (CPI) and discipline flow chart. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	August 13-May 31	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Number of Discipline Referrals Student Surveys
3. RYSS Academy at Brownsville will implement school-wide activities and programs designed to increase student engagement, promote positive behavior, and strengthen school culture, including Red Ribbon Week, United Nations/Charro Days, and other multicultural events; attendance incentives; academic recognition ceremonies; Testing Pep Rallies; Student Leadership and Character education programs; Family engagement events and schoolwide positive behavior learning activities. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	August-May	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Discipline Records Attendance Data Counselor Referrals Family and Student Surveys

RYSS Academy at Brownsville

Goal 3. (Goal 3-Family and Community Involvement) RYSS at Brownsville will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community in order to meet educational excellence

Objective 1. (Parental Involvement) By May 2027, RYSS Academy at Brownsville will increase parent and family involvement in school activities, learning and training sessions, and decision-making processes by 50%. Family engagement will be measured through unique-family participation across activities, as well as evidence of family learning and engagement through surveys, and feedback forms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Academy at Brownsville parent liason 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, District PFE Coordinator, Principal(s)	August 13-May31	(F)Title I, A	Criteria: Parent Surveys Parent Participation
2. RYSS Academy at Brownsville will increase family engagement participation from a 2025–2026 baseline of 70% unique families attending at least one event last year to at least 90% of enrolled families attending one or more of the quarterly cultural celebrations, parent nights, or sports/fine-arts showcases held each semester. The Parent Liaison will be responsible for scheduling and tracking each event, with success measured by unique-family sign-ins per event and post-event feedback surveys (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(s)	August 13-May 31	(F)Title I, A	Criteria: Parent Surveys Parent Sign-Ins

RYSS Academy at Brownsville

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Objective 2. (Parent and Community Involvement) By May 2027, RYSS Academy at Brownsville will increase engagement among all stakeholders by communicating consistently and promptly, expanding opportunities to participate in campus activities, and ensuring access to social-emotional support services through counselors. These efforts will strengthen family and community partnerships, improve student attendance, and contribute to increased student achievement, as measured by district data and stakeholder feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Academy at Brownsville 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: 2.1,2.3,3.1) (Target Group: All,AtRisk) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	August 13-May 31	(F)Title I, A, (S)Local Funds	Criteria: Parent Surveys Sign In Sheets
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(s), Teacher(s)	August 13-May 31		Criteria: Sign in Sheets Parent Surveys

RYSS Academy at Brownsville

Goal 4. (Goal 4- Support for Special Populations) RYSS at Brownsville will ensure access to high-quality instruction and targeted academic supports that close achievement gaps and increase academic success for emergent bilingual students, special education students, at-risk students, economically disadvantaged students, and gifted/talented students.

Objective 1. (Emergent Bilingual and Special Education) By May 2027, RYSS Brownsville EB and EB Special Education students will increase at least one proficiency level in listening, speaking, reading, and writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Academy at Brownsville will provide targeted small-group and pull-out interventions for Emergent Bilingual, Special Education, and 504 students through intervention teachers, focused review sessions, and supplemental online programs to support academic growth in reading and mathematics. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: BI,EB,SPED,504) (Strategic Priorities: 2) (ESF: 1.2,4,4.1,5,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers	September-May	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: TELPAS STAAR I-Ready IXL

RYSS Academy at Brownsville

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Objective 2. (Special Pops (EB, SPED, 504)) By May 2027, RYSS Brownsville EB, Special Education, and 504 students will demonstrate academic growth in reading and mathematics, increasing achievement by at least 10 percentage points.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Academy at Brownsville will utilize updated technology, supplemental instructional resources, online learning programs, tutorials, and after-school interventions to support student mastery of grade-level standards and close academic gaps. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: BI,EB,SPED,504) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers	September-May	(F)Title I, A, (S)EMAT, (S)Local Funds	Criteria: STAAR TELPAS IReady IXL

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Classroom Walkthrough Data
District Benchmark Data
STAAR
TELPAS

Student Achievement Strengths

- 91% of 3-8 Reading students met an Approaches level and 70% Meets on the STAAR Reading.
- 87% of 3-8 Math students met an Approaches level and 74% Meets on the STAAR Math.
- 77% of 5 & 8 students met an Approaches level and 67% Meets on the STAAR Science.

Student Achievement Weaknesses

- 76% of 8th grade students met an Approaches level and 47% Meets on the STAAR Social Studies.
- 77% of 5th and 8th grade students met an Approaches level on the STAAR Science Test.
- TELPAS Growth was a 34 out of 40 not meeting any of the Domain 3 points.

Student Achievement Needs

- Before and afterschool Tutorial Classes
- Saturday Intensive Camps
- Small group interventions.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Online practice programs-SUMMIT, IReady, IXL, Ingenuity, Sirius, STEMScopes.

Student Achievement Summary

Science achievement remains an area of concern as the campus works to align instruction with the new Science TEKS. While 5th and 8th grade students achieved a 77% Approaches rate on STAAR, performance at the Meets and Masters levels was not strong enough to meet campus expectations. Increasing student performance at the higher achievement levels in science will be a priority for the 2026–2027 school year through targeted instruction, intervention, and rigorous academic opportunities. Social Studies performance will also continue to be closely monitored. Although the campus achieved a 76% Approaches rate, significantly exceeding the state average, it is important to strengthen vertical alignment and instructional practices in the lower grades to ensure continued success in 8th grade. Additionally, efforts will focus on maintaining and increasing the number of students performing at the Meets and Masters levels while providing targeted interventions for students performing at the Approaches level to accelerate their academic growth.

TELPAS results represent a significant area of need. The campus did not meet its TELPAS targets, resulting in the loss of Domain 3 accountability points. Data indicate that students require increased opportunities to develop English language proficiency, particularly in the areas of speaking and listening. While reading and writing skills are reinforced through daily instruction and STAAR preparation, the campus must prioritize the consistent integration of oral language development across all grade levels and content areas. A schoolwide focus on English speaking and listening practices will be implemented to support Emergent Bilingual students and improve TELPAS outcomes.

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

- RYSS Brownsville counts with a parent liason and parent center that plans weekly parent meetings and trainings for all parents.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Discipline Data showed no serious problems in the 2025-2026 school year.
- Student surveys show that more than 90% of students feel safe and respected on campus.
Areas of Strength per survey responses
3.3 out of 4 in school climate.
3.6 feel safe.
3.5 feel students are motivated.
3.6 feel teachers promote academic success.
3.4 feel students have positive relationships.

School Culture and Climate Weaknesses

- Campus attendance decreased by 0.3% from 2024–2025 to 2025–2026, making attendance improvement a priority for the upcoming school year.
- Students have identified a need for stronger conflict resolution, listening, coping, and social-emotional skills, indicating a need for expanded SEL support and counseling services.
- Bullying remains a concern among students and requires continued prevention, intervention, and awareness efforts.
- Additional SEL programming is needed to support attendance, positive behavior, student well-being, and career readiness.
- Continued support for CTE programs is needed to prepare 7th and 8th grade students for high school pathways.
Increased focus on TSI preparation and college readiness courses is needed to ensure 8th grade students are prepared for dual enrollment and Advanced Placement opportunities.

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.

Comprehensive Needs Assessment

School Culture and Climate Summary

Campus data indicate that attendance and tardiness continue to be significant areas of concern. The campus attendance rate declined to 93%, representing a 0.5% decrease from the previous year and continuing a downward trend. Increased student absences and tardiness have resulted in lost instructional time and may negatively impact academic performance. To address this need, the campus will implement a comprehensive attendance improvement plan that includes parent outreach, attendance monitoring, health and wellness supports, social-emotional learning (SEL) initiatives, and regular communication regarding the importance of daily attendance.

Student feedback also identified concerns regarding bullying and peer interactions. Although survey data do not indicate a widespread issue, some students reported experiences with bullying. The campus will continue to strengthen prevention and intervention efforts through counseling services, SEL programs, and proactive monitoring to promote a safe and supportive learning environment.

College and career readiness remain priorities for secondary students. The campus will continue to provide Career and Technical Education (CTE) pathway opportunities for 7th and 8th grade students while strengthening TSI preparation and college readiness supports to ensure students are prepared for dual credit and Advanced Placement opportunities in high school.

Additionally, staff feedback identified a need for greater consistency in classroom management practices across grade levels and classrooms. Professional development and campus-wide expectations will be implemented to establish aligned classroom management strategies that support positive student behavior, engagement, and academic success.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Program Evaluations
Survey Data
TELPAS

Family and Community Involvement Strengths

- Parenting classes, trainings, and presentations are provided regularly to address needs identified through beginning-of-the-year parent surveys.
- 100% of campus staff are bilingual, allowing for effective communication and support for parents and guardians in their preferred language.
- Parents have direct access to teachers, counselors, and campus administrators to discuss student academic progress and address concerns in a timely manner.
- Strong two-way communication exists between home and school through group messaging applications, phone calls, meetings, and other communication platforms.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- Parent survey results indicate that families feel welcomed, valued, and heard by campus staff.
- The campus maintains an open-door approach that encourages parent involvement and participation in school activities and decision-making processes.
- Community and parent engagement increased during the 2025–2026 school year compared to the previous year, demonstrating strengthened partnerships between the school and stakeholders.
- Ongoing communication and family engagement efforts contribute to a positive school culture and support student success.

Family and Community Involvement Weaknesses

- The campus needs to increase parent participation in trainings, staff development sessions, and informational presentations to strengthen understanding of student attendance expectations and academic support strategies at home.
- There is a need to improve parent engagement in activities that promote monitoring of student academic progress and consistent school attendance.
- The number of parent volunteers should be expanded to include a broader and more diverse group of families from the school community, beyond the current active volunteer group.
- Additional strategies are needed to motivate and encourage greater parent attendance at campus trainings and engagement events.
- The campus needs to grow and strengthen partnerships with community organizations to enhance support for campus programs, student activities, and family engagement initiatives.

Family and Community Involvement Needs

- Develop strategies to increase parent participation and incentivize attendance at school events and trainings, with a focus on improving overall student attendance.
- Increase parent presentations led by counselors and community partners to reinforce the importance of daily student attendance and its impact on academic success.
- Provide more parent trainings across core academic areas, including science, social studies, reading, and math, to support student learning at home.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

- Strengthen parent understanding of career planning and workforce readiness, particularly for middle school families, to emphasize the importance of early pathway selection.
- Expand STEM and Career and Technical Education (CTE) parent engagement sessions to better prepare families for student progression into high school pathways, including the P-TECH program.

Family and Community Involvement Summary

The campus has identified attendance and tardiness as a major priority, as overall attendance declined to 93%, a 0.5% decrease from the previous year, with students frequently arriving late or being picked up early, resulting in lost instructional time. There is a need to strengthen parent engagement and accountability by implementing targeted incentives and strategies that encourage consistent student attendance and reinforce the importance of daily school participation. The campus also needs to expand parent trainings and outreach, led by the counselor and parent liaison, to ensure families understand the impact of attendance on student achievement and academic success. In addition, more parent trainings are needed across core content areas, including reading, math, science, and social studies, with a particular emphasis on science and social studies as priority areas for academic growth. The campus must also enhance social-emotional learning (SEL) supports for both students and parents to address needs identified through surveys and conferences, and explore opportunities to provide English language learning support for parents to strengthen communication and better support student learning at home.

School Profile

Comprehensive Needs Assessment Process

RYSS Academy's needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data:

STAAR
TELPAS
I-Ready
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 19, 2026, and again on May 26, 2026, to develop the CNA. The meetings were held in the RYSS ECHS Brownsville cafeteria and in the RYSS Brownsville library. The meetings were held at 9:30 am.

We plan to meet again on August 26, 2026, September 23, 2026, January 21, 2027 to review and revise the CNA as needed.

At the first meeting on May 19th, 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 2025-2026 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 15 specific data points to identify the strengths and problems from 2025-2026 school year. Principal Knosel thanked everyone for their participation and reminded everyone of the second CNA meeting on May 26, 2026.

At the second meeting on May 26th, the campus leadership team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026 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 2026-2027. 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 problems.

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

Strategic priorities

RECRUIT SUPPORT RETAIN

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>*