



Raul Yzaguirre Schools for Success

Brownsville Raul Yzaguirre STEM Scholars Preparatory
Campus Improvement Plan
2020-2021

222 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 Brownsville Raul Yzaguirre STEM Scholars Preparatory, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting. The pursuit of excellence is aimed at developing self-respect and pride among our students. Our ultimate goal is for our students to become critical thinkers and lifelong learners.

Vision

BRYSS will be a progressive school in which students will attain sustainable 21st century skills that will enable and empower them to become lifelong learners.

Administrators

Maria Knosel

Principal

Description

Brownsville Raul Yzaguirre STEM Scholars Preparatory opened its doors in 2002 and serves 400 students in grades Kindergarten through 8th. The student population is 100% Hispanic, 49% Male, 51% Female. Brownsville Raul Yzaguirre STEM Scholars Preparatory 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%.

Planning Committee

Member Name	Title	Role
Maria Knosel	Principal	Principal
Stephany Mendoza	6th-8th Grade Teacher	Teacher
Kristina Guerra	First Grade	Teacher
Andrea Bernes	5th grade teacher	Teacher
Adriana Burguete	6th Grade ELA	Teacher
Raul Sanchez	7th and 8th Grade Teacher	Teacher
Sylvia De la Garza	Office Manager	Non-Teaching Staff
Erika Clark	Parent	Parent
Ingrid Vicent	CPA/ Tax Attorney	Community Member
David Chapa	Owner Chapitas Catering	Business Representative

Comprehensive Needs Assessment

Summary

Demographics

BRYSS has the advantage of serving a 100% population of Hispanic, English Language Learners. As a campus we are able to target the specific needs of this population. BRYSS also counts with a staff made up of 100% Hispanic, Bilingual teachers who represent and are able to 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

The data reflects that there was improvement in some areas. We maintained our scores in most areas this past 2018-2019 school year. There is room for improvement in reading, writing and science for all grades. A special emphasis will be given to reading, writing and 8th grade science. Rigor, higher level and critical thinking skills will continue to be a priority in order 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 after-school enrichment programs as well as tutorials will continue to be a priority for our campus this year. 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.

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

Curriculum, Instruction and Assessment

A strong focus in reading across all genres will be implemented. 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. Writing Across the Curriculum will continue to be implemented with an emphasis on editing and revising to address our writing scores. Social Studies scores have shown improvement; however, we will continue to align the curriculum that prepares students for 8th grade Social Studies TEKS and objectives. All students will participate in STEMScopes hands-on science activities and weekly labs to address all science objectives.

Family and Community Engagement

BRYSS counts with strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liason and principal. Parents feel welcome and comfortable on campus. Parents are involved in their child's education understanding the impact this has in their 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, researched based interventions and TEKS continues to be a need for our staff and parents. Data will continue to drive our instruction and parents will be presented with information in a timely manner.

Technology

BRYSS technology has improved; however, more computers and Chromebooks are needed to address the needs of our students. BRYSS counts with one Technology lab that is available to all students. Two Chromebook carts also assists students in the Primary and Middle School as well as our science and social studies labs. Teachers do need more professional development in the area of technology. 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 provide students with 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.

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 Focus on Science; planning and lessons. Targeting a cross-level science category (unit) throughout grades K-7th. Weekly science labs in grades K-8th have been implemented.
- 6 Imagine Math (TTM), Imagine Facts, STEMScopes Math, Math Clubs and CUBES Problem Solving have been implemented in all K-8th math classrooms.
- 7 Intervention Labs (groups) targeting 2nd-8th grade Reading using Guided Reading strategies with Leveled Readers have been implemented.
- 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.
- 11 Weekly Studies newspaper are implemented in grades K-8th for social studies.
- 12 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 Increase in quality of instruction in all content areas.
- 2 Implementation of writing across the curriculum to target writing across grade levels.
- 3 A reading focus across the campus to target all new ELAR TEKS, the genres and reading stamina.

Summary

A strong focus in reading across all genres will be implemented. 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. Writing Across the Curriculum will continue to be implemented with an emphasis on editing and revising to address our writing scores. Social Studies scores have shown improvement; however, we will continue to align the curriculum that prepares students for 8th grade Social Studies TEKS and objectives. All students will participate in STEMScopes hands-on science activities and weekly labs to address all science objectives.

Data

Student Achievement Data
 Program Evaluations
 Campus-Based Assessments
 District-Based Assessments
 Response to Intervention tracking
 Formative Assessments
 Curriculum-Based Assessments

STAAR / EOC Results

Classroom Walkthrough Data

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 Hispanic, English Language Learners. As a campus we are able to target the specific needs of this population. BRYSS also counts with a staff made up of 100% Hispanic, Bilingual teachers who represent and are able to 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
Individual Student Profiles
Student Demographics
Campus-Based Assessments
Formative Assessments
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results

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 Monthly parenting classes offered to all parents with babysitting and snacks provided to children.
- 4 English language, technology and painting classes offered to all parents.
- 5 Open Houses and parent conferences are scheduled twice a year to address student achievement and needs.
- 6 Math, Science and Literacy Nights are scheduled to encourage the school to home connection and strengthen math, reading and science aptitudes with family interaction.
- 7 High School, College and University students participate as tutors for our students on a weekly basis.
- 8 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 Community members to serve as tutors and mentors for our students.
- 2 A safe, healthy and secure environment on campus for students, staff and parents.
- 3 Additional opportunities for parents to be involved with their students at the school.
- 4 Need improvement in communication with family members.

Summary

BRYSS counts with strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liason and principal. Parents feel welcome and comfortable on campus. Parents are involved in their child's education understanding the impact this has in their 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
Program Evaluations
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, PTO meetings, 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 Professional Development on RTI process and researched based interventions to all our staff and parents.
- 2 Parent opportunities to practice using online programs to address student needs at home.

Summary

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

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Program Evaluations
Campus-Based Assessments
Individual Student Profiles
Response to Intervention tracking
Classroom Walkthrough 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.
- 5 Weekly recognition for the good citizen girl and boy of the class by our school mascot "Mighty Eagle."
- 6 BRYSS' positive climate is setting the tone for success. Programs and practices motivate, support and protect.
- 7 After-school enrichment programs and extracurricular activities are provided to our students every Monday.

Needs

- 1 Team-building and anti-bullying activities with all our students on a monthly basis.
- 2 Additional resources to assist with career and college decisions.
- 3 Additional athletic equipment is needed in order to address student's physical activity.
- 4 Additional technology and instructional resources for students to address both in school and virtual learning needs.
- 5 Parents lack adequate resources to help their students academically with career choices
- 7 Low student attendance is adversely affecting student achievement.

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. 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.

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Response to Intervention tracking
Student Achievement Data
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Discipline Data
Classroom Walkthrough Data

Special Populations

Strengths

- 1 Continued Professional Development on ELPS, Sheltered English Instruction and Academic Vocabulary.
- 2 Anchor Charts build a culture of Literacy in all classrooms making English visible to support English language instruction.
- 3 Accelerated Instruction targeting the needs of all ELL and SPED students with intervention activities before and after school school.
- 4 Resource, intervention and inclusion activities with leveled readers, fluency and Language Enrichment for all ELL and SPED.
- 5 Preferential seating in front of the room for all SPED and recent ELL students.
- 6 AR rewards for students earning target points reinforcing reading.
- 7 Imagine Facts, STEMScopes Math, Educational Galaxy and Imagine Math for all SPED students targeting all TEKS in reading, math, writing and science. Students must complete 90 minutes per week.
- 8 Peer tutoring for all SPED and recent ELL students during stations and group activities.
- 9 Strong ESL program that targets ELPS. ELPS icons are posted daily next to objectives to assist in instruction.
- 10 All Gifted and Talented students will participate in one specific project (PBL) targeting various areas every nine weeks.

Needs

- 1 Activities that addresses academic language targeting the three vocabulary tiers for K-8th grade students.
- 2 Need for an increase in Writing across the curriculum, editing and revising daily review for all K-8th students.
- 3 Increase in 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 provide students with 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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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 Staff development that closely addresses the goals and objectives for campus.
- 2 Mentor and guide faculty members to improve their skills
- 3 RISE Program and Mentoring PLC Meetings with all new teachers to address specific needs and mentoring.

Summary

Our BRYSS staff is 100% highly qualified. Our teachers and staff are trained in different areas to address the needs of all our students. Campus leadership takes an active role in training and modeling for teachers to improve quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC and grade specific leads. Our RISE Mentoring program continues to empower our new teachers. Principal will lead Mentoring PLC Meetings twice a month to assist new teachers.

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Staff Demographics
Program Evaluations
Student Demographics

Student Achievement

Strengths

- 1 Math: 95% passing rate of all students and 78% at Meets and 47% at Masters grade-level performance.
- 2 Fourth and seventh grade Writing: 88% passing rate of all students and 49% at Meets at grade-level performance.
- 3 89% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2018 which was 88%.
- 4 61% of all BRYSS students reached Meets grade-level performance on STAAR as compared to 2018 which was 62%.
- 5 Fifth grade Science: 100% passing rate for all students and 85% at the Meets grade-level performance.
- 6 Reading: 81% passing rate of all students and 51% at Meets and 27% at Masters grade-level performance.

Needs

- 1 Stronger emphasis on reading skills targeting new ELAR TEKS in order to increase number of students at the Meets and Masters performance levels.
- 2 Emphasize test-taking strategies for students during core subjects and interventions.
- 3 Professional Development for teachers in writing strategies and new ELAR TEKS making the writing/reading connection.
- 4 Provide students increased learning time both before and after school.
- 5 Coaching for teachers in both Math and Science in order for students to master both academic and performance standards.
- 6 Provide students intervention small group instruction to target specific needs.

Summary

The data reflects that there was improvement in some areas. We maintained our scores in most areas this past 2018-2019 school year. There is room for improvement in reading, writing and science for all grades. A special emphasis will be given to reading, writing and 8th grade science. Rigor, higher level and critical thinking skills will continue to be a priority in order to improve the number of students achieving Masters grade-level performance in all subject areas tested.

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Technology

Strengths

- 1 Teachers utilize technology available to enhance student learning.
- 2 All teachers count with 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 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 available to all 8th grade students.
- 5 Two Google Chromebook carts are available to our Primary and Middle School students. Student research and presentations are facilitated by the use of the Chromebooks.

Needs

- 1 Ipads to assist students as well as teachers in the classrooms.
- 2 Computers for all students to assist in Blended Learning, research and intervention activities.
- 3 More Robotics materials and programs to assist our Robotics club.
- 4 Additional Google Chromebook carts to assist students in research and computer-based interventions.

Summary

BRYSS technology has improved; however, more computers and Chromebooks are needed to address the needs of our students. BRYSS counts with one Technology lab that is available to all students. Two Chromebook carts also assists students in the Primary and Middle School as well as our science and social studies labs. Teachers do need more professional development in the area of technology. Our Robotic program has advanced but still needs upgraded materials and programs.

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Student Achievement Data

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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 Stronger emphasis on reading skills targeting new ELAR TEKS in order to increase number of students at the Meets and Masters performance levels.
- B2 Emphasize test-taking strategies for students during core subjects and interventions.
- B3 Professional Development for teachers in writing strategies and new ELAR TEKS making the writing/reading connection.
- B4 Provide students increased learning time both before and after school.
- B5 Coaching for teachers in both Math and Science in order for students to master both academic and performance standards.
- B6 Provide students intervention small group instruction to target specific needs.

C: School Culture and Climate

- C1 Team-building and anti-bullying activities with all our students on a monthly basis.
- C2 Additional resources to assist with career and college decisions.
- C3 Additional athletic equipment is needed in order to address student's physical activity.
- C4 Additional technology and instructional resources for students to address both in school and virtual learning needs.
- C5 Parents lack adequate resources to help their students academically with career choices
- C7 Low student attendance is adversely affecting student achievement.

D: Staff Quality, Recruitment and Retention

- D1 Staff development that closely addresses the goals and objectives for campus.

D2 Mentor and guide faculty members to improve their skills

E: Curriculum, Instruction and Assessment

E1 Increase in quality of instruction in all content areas.

E2 Implementation of writing across the curriculum to target writing across grade levels.

E3 A reading focus across the campus to target all new ELAR TEKs, the genres and reading stamina.

F: Family and Community Engagement

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

F2 A safe, healthy and secure environment on campus for students, staff and parents.

F3 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 Professional Development on RTI process and researched based interventions to all our staff and parents.

G2 Parent opportunities to practice using online programs to address student needs at home.

H: Technology

H1 Ipad to assist students as well as teachers in the classrooms.

H2 Computers for all students to assist in Blended Learning, research and intervention activities.

H3 More Robotics materials and programs to assist our Robotics club.

I : Special Populations

I1 Activities that addresses academic language targeting the three vocabulary tiers for K-8th grade students.

I2 Need for an increase in Writing across the curriculum, editing and revising daily review for all K-8th students.

I3 Increase in 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.

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 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: 8/19/2020 - 5/31/2021 (Monthly)		Needs: B1; B2; B6; [Title I Components CNA, CIP]
2	Action: Weekly 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: 8/5/2020 - 5/31/2021 (Weekly)		Needs: A1; A2; B2; B4; D1; E1; E4; I1; I 2; I 3 [Title I Components CNA, CIP]
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: 8/1/2020 - 6/1/2021 (Daily)		Needs: B1; B4; B6; C4; E1; H2; [Title I Components 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 #2: Curriculum: The campus will maintain an “A” rating on all domains in the state accountability system through an aligned curriculum and focus on the whole child.

1	Action: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.	Person(s) Responsible: Principal, Lead Teachers, Teachers	Resources: File Folders, Journals notebooks, glue, scissors, markers, Lesson plan book, sign-in sheets; Title I, Part A Funds \$3,000.00
	Evidence of Implementation: Lesson Plans, Walk-throughs	Ongoing Evaluation Method: Positioning tools, Benchmarks, Weekly checkpoints	Final Evaluation Method: STAAR, TELPAS,
	Timeline: 8/5/2020 - 6/5/2021 (Every 9 weeks)		Needs: A1; A2; B1; B2; B3; B4; B5; B6; D1; E1; E2; E4; I1; I 2 [Title I Components CNA, CIP, Evaluation]
2	Action: Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.	Person(s) Responsible: Principal, Lead Teachers	Resources: Lesson plan books, pacing calendars, Progress Monitoring and Consultants;
	Evidence of Implementation: Lesson plan books, Pacing calendars, Meeting sign-in sheets, Walk-throughs, Formal Observations, EEIP Binders	Ongoing Evaluation Method: Progress Monitoring, Positioning Tools, Benchmarks, BOY, MOY, EOY Data	Final Evaluation Method: STAAR, TELPAS
	Timeline: 8/28/2020 - 6/5/2021 (Weekly)		Needs: A1; A2; B1; D1; D2; E1; E2; E4; I1; I 2; I 3 [Title I Components CNA, CIP, Evaluation]
3	Action: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.	Person(s) Responsible: Principal, Lead Teachers, Campus Interventionist	Resources: Student Data, Core subject curriculum, Lead4Ward blueprints, Binders;
	Evidence of Implementation: Meeting sign-in sheets, Lesson plans, Walk-throughs	Ongoing Evaluation Method: Benchmarks, Positioning tools, Weekly checkpoints	Final Evaluation Method: STAAR, TELPAS
	Timeline: 8/5/2020 - 9/5/2021 (Every 9 weeks)		Needs: B1; B2; B3; B4; B5; B6; D1; E1; E2; E4; I1; I 2; I 3 [Title I Components CNA, CIP, Evaluation]

4	Action: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.	Person(s) Responsible: Principal	Resources: Title I, Part A Funds \$5,000.00
	Evidence of Implementation: Student logs for program; PLC discussion reports	Ongoing Evaluation Method: Monthly teacher score reports; classroom observations	Final Evaluation Method: Increased students academic growth across all subjects by the end of the year; closing of achievement gap between sub-groups.
	Timeline: 7/30/2020 - 5/15/2021 (Daily) Needs: B1; B2; B3; B4; B5; B6; D1; I1; I 2; I 3; [Title I Components CNA, CIP, Evaluation]		
5	Action: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.	Person(s) Responsible: Principal Lead Teachers Teachers	Resources: Computers (Chromebooks, Laptops); Title I, Part A Focus Grant Funds
	Evidence of Implementation: Lesson Plans Schedules Pacing calendar Station Plans	Ongoing Evaluation Method: EOY-MOY REN Star 360 Benchmarks Report Cards	Final Evaluation Method: STAAR TELPAS REN STAR 360
	Timeline: 8/1/2020 - 6/1/2021 (Daily) Needs: B6; C4; E1; H1; H2; [Title I Components CNA]		

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 10% and Masters Grade Level Performance Standard by 5% in all tested subjects; close learning gaps.

1	Action: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".	Person(s) Responsible: Principal, Lead Teachers	Resources: Substitutes, PD cost, Materials, workbooks; Title III, Part A Funds \$3,000.00
	Evidence of Implementation: Lesson Plans, Pacing Calendars, Walk-Throughs, Sign-in sheets	Ongoing Evaluation Method: Benchmarks, Positioning tools, Weekly checkpoints, Progress monitoring	Final Evaluation Method: STAAR, TELPAS, REN Star 360
	Timeline: 8/5/2020 - 6/5/2021 (On-going) Needs: A1; A2; B3; B4; D1; I1; I 2; I 3 [Title I Components CNA, Evaluation]		
2	Action: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.	Person(s) Responsible: Principal, Lead Teachers, Campus Interventionist	Resources: Flashcards, Games, Leveled readers, Hi-liters, Chart tablets, Manipulatives, Chess sets, Robotic sets, LEGO blocks, Extra duty teacher pay; CHISPA; TAME; Title I, Part A Funds \$5,000.00
	Evidence of Implementation: Sign-in sheets, walk-throughs, lesson plans	Ongoing Evaluation Method: Progress Monitoring, Benchmarks, Weekly checkpoints, MOY Star REN	Final Evaluation Method: STAAR, TELPAS, REN Star
	Timeline: 8/28/2020 - 5/15/2021 (On-going) Needs: A2; B1; B2; B3; B4; B5; B6; E1; E2; E4 [Title I Components CNA]		
3	Action: Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.	Person(s) Responsible: Principal	Resources: Title I, Part A Funds \$13,000.00
	Evidence of Implementation: Employment contract	Ongoing Evaluation Method: Principal observations of classroom coaching; professional development sign-in forms, Pacing Calendars, Lesson Plans	Final Evaluation Method: Improve teacher proficiency in instruction for Math and Reading. STAAR, TELPAS, REN Star 360
	Timeline: 7/1/2020 - 7/1/2021 (Annually) Needs: B1; B2; B5; D2; E1 [Title I Components CNA, CIP]		

4	Action: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.	Person(s) Responsible: Principal; Lead Teachers	Resources: IMAS Planetarium/ Engineering \$800; UTB Mobile Bus- Math/ Science/ Literacy \$800, Book presentations/CHISPA/TAME; Title I, Part A Funds \$2,000.00
	Evidence of Implementation: Student participation/ Presentations Parent Sign-ins Pictures	Ongoing Evaluation Method: Unit Tests; Weekly checkpoints; Benchmarks, BOY-MOY REN Star 360 scores	Final Evaluation Method: STAAR; TELPAS; EOY REN Star 360 scores; Retention Grades
	Timeline: 10/1/2020 - 5/1/2021 (Bi-Annually) Needs: A2; B1; B2; B3; B4; B5; B6; C2; F3; [Title I Components CNA, CIP, Evaluation]		
5	Action: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.	Person(s) Responsible: Principal; Consultant , Lead Teachers	Resources: Math Warm Ups; Total Motivation Math, Reading and Writing; Kamico ; STAAR Master ; Rise and Shine STAAR Prep Editing and Revising ; Measuring Up ; Test Ready, Education Galaxy, Imagine Math and Learning, STEMScopes Math and Science.; Title I, Part A Funds \$4,500.00
	Evidence of Implementation: Lesson Plans Pacing Calendars Grades Online Log In Reports	Ongoing Evaluation Method: Check Point Scores REN Star EOY and MOY scores STAAR TELPAS	Final Evaluation Method: STAAR Scores REN STAR EOY TELPAS Retention Rates
	Timeline: 8/1/2020 - 5/27/2021 (On-going) Needs: B1; B2; B3; B5; E4 [Title I Components CNA, CIP]		
6	Action: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.	Person(s) Responsible: Principal; Reading Teachers	Resources: AR Renaissance Learning; Studies Weekly Newspapers; Novel Class Sets; Educational Galaxy "Reading"; Materials/ Supplies for Study presentations (Boards, posters, markers, report covers, etc), Imagine Learning.; Title I, Part A Funds \$3,000.00
	Evidence of Implementation: Lesson Plans; Pacing Calendars, Google Classroom Assignments, Walk-Throughs; AR point lists; Online Programs Weekly Log-In Reports	Ongoing Evaluation Method: Weekly Test Scores; Unit Tests; Report Cards; BOY-MOY REN Star scores	Final Evaluation Method: STAAR; TELPAS; TPRI; REN Star scores, Retention Rates
	Timeline: 8/20/2020 - 5/30/2021 (Daily) Needs: B1; B3; B4; B6; E2; E4; I1; I 2; I 3; [Title I Components CNA, CIP]		

7	Action: Employ interventionist to assist with small group instruction & interventions.	Person(s) Responsible: Principal	Resources: Title I, Part A Funds \$18,000.00
	Evidence of Implementation: Employment contract; log of student groups receiving instruction, Lesson Plans; Walk-Throughs	Ongoing Evaluation Method: REN Star 360 BOY-MOY TIER groupings Six-Week grades TPRI BOY-MOY Benchmark scores	Final Evaluation Method: STAAR Results TELPAS Scores EOY REN Star
	Timeline: 8/1/2020 - 6/15/2021 (Weekly) Needs: A1; B1; B2; B5; B6; E2; I1; I 2; I 3; [Title I Components CNA, CIP]		
8	Action: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.	Person(s) Responsible: Principal, Assistant Principal, Lead teachers, Teachers,	Resources: Extra duty pay, exemplar lessons, file folders, chart tablets, markers, Robotics, Chess sets, LEGOs, Computer Lab, CHISPA supplies, TAME supplies; Title I, Part A Funds \$4,000.00
	Evidence of Implementation: Afterschool Attendance Sheets, Student Sign-Ins, lesson plans, walk-throughs	Ongoing Evaluation Method: heck Pint Data BOY-MOY TPRI Data REN Star BOY-MOY Data	Final Evaluation Method: STAAR TELPAS EOY REN Star 360 Data
	Timeline: 8/28/2020 - 6/5/2021 (Weekly) Needs: B4; C1; C3; C7; H3 [Title I Components 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 #4: Academics: Increase Scale scores for Reading and Math REN Star to meet end-of-year performance goals.

1	Action: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.	Person(s) Responsible: Principal Lead Teachers Teachers Teacher Assistants	Resources: Laptops Chromebooks; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans Pacing Calendars Intervention Rosters/ Intervention Plans/ Intervention Schedules	Ongoing Evaluation Method: Bi-Monthly Progress Monitoring MOY REN Assessments Report Card Grades Benchmark/ Checkpoint Data	Final Evaluation Method: EOY REN Star Math and Reading STAAR TELPAS
	Timeline: 9/28/2020 - 6/1/2021 (Daily)		Needs: B1; B6; C4; D1; D2; E1; E3; G1; H1; H2; I1; I2; I3; [Title I Components CNA, CIP]
2	Action: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.	Person(s) Responsible: Principal Lead teachers	Resources: REN Star; Title I, Part A Funds
	Evidence of Implementation: Agendas Teacher Sign-Ins Surveys Intervention Plans and Groupings	Ongoing Evaluation Method: Progress Monitoring MOY REN Star Data Benchmark/ Checkpoints	Final Evaluation Method: EOY REN Star Reading and Math scores
	Timeline: 9/1/2020 - 6/1/2021 (On-going)		Needs: A2; B1; B2; B3; B4; B5; B6; C4; D1; D2; E1; E3; G1; H2; I1; I2; I3; [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 #5: Attendance: By the end of the school year, increase and maintain student attendance to 98%, and decrease teacher absenteeism by 5%.

1	Action: Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time.	Person(s) Responsible: Principal, Campus Interventionist, Silvia de la Garza	Resources: Coupons, Absence Reports, Planning Calendar;
	Evidence of Implementation: List of Teachers, Teacher release sign-out, calendar with coverage dates	Ongoing Evaluation Method: End of the Year comparison of First semester and second semester teacher absence percentages.	Final Evaluation Method: EOY Teacher Attendance avg.
	Timeline: 1/1/2020 - 6/5/2021 (Bi-Annually)		Needs: B1; B2; B4; B5; D2; [Title I Components CIP]
2	Action: Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.	Person(s) Responsible: Principal, Data Entry, Teacher	Resources: Banners, markers;
	Evidence of Implementation: Number of completed banners every six weeks	Ongoing Evaluation Method: Attendance rate	Final Evaluation Method: EOY attendance rate
	Timeline: 8/28/2020 - 6/5/2021 (Daily)		Needs: B1; C7; E1; [Title I Components CIP]
3	Action: Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.	Person(s) Responsible: Principal, Counselor, Teachers	Resources: Certificates, Medals;
	Evidence of Implementation: Attendance sheets, Number of Perfect Attendance certificates, Number of Medals	Ongoing Evaluation Method: Attendance rate every 6 weeks	Final Evaluation Method: EOY school attendance rate
	Timeline: 8/28/2020 - 6/5/2021 (Every 6 weeks)		Needs: B4; B6; C7; [Title I Components CIP]

4	Action: Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day.	Person(s) Responsible: Principal; Leader Teachers	Resources: BUS Driver over-time; Local Funds \$500.00
	Evidence of Implementation: Attendance sheets; 6 week attendance rates; Lists of students with perfect attendance	Ongoing Evaluation Method: 6 week attendance rate	Final Evaluation Method: Number of students participating in first semester and second semester Field Trips.
	Timeline: 8/20/2020 - 5/30/2021 (Daily)		Needs: C7; F2; [Title I Components 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 #1: LEP: Increase understanding of the LEP Progress Measure and how it relates to state and federal accountability.

1	Action: All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.	Person(s) Responsible: Principal Lead Teachers	Resources: PD, Workbooks, Word Walls, Flashcards, Dictionaries, Anchor Charts, Leveled Readers, ZOOM, Google Classroom; Title III, Part A Funds \$1,000.00
	Evidence of Implementation: PD Agendas, Teacher sign-in sheets, Lesson Plans, Walk-throughs, Lesson Plans, Pacing Calendars	Ongoing Evaluation Method: Weekly Checkpoints, Benchmarks, Positioning Tools, TELPAS, STAAR, REN Star 360 BOY-MOY	Final Evaluation Method: STAAR TELPAS REN Star 360 EOY
	Timeline: 8/1/2020 - 6/5/2021 (On-going)		Needs: A1; A2; B1; B2; B3; E4; I1; I 2; I 3; [Title I Components CIP, Evaluation]
2	Action: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.	Person(s) Responsible: Principal; Campus Interventionist, Teachers	Resources: Computer Programs (Imagine Learning, Educational Galaxy); Title I, Part A Funds \$2,000.00
	Evidence of Implementation: Student sign-in sheets; Computer usage logs, ZOOM Log In information, Small group Rosters	Ongoing Evaluation Method: Weekly checkpoints; Unit Tests; LE ; Benchmarks, BOY-MOY REN Star 360	Final Evaluation Method: STAAR TELPAS EOY TPRI EOY REN Star360
	Timeline: 9/28/2020 - 5/30/2021 (Daily)		Needs: B4; 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 #2: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students, by 10%.

1	Action: All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs.	Person(s) Responsible: Principal, Lead Teachers, Teachers	Resources: Computer programs; Chromebooks; Title I, Part A Funds \$4,000.00
	Evidence of Implementation: Student sign in sheets; Teacher RTI paperwork; Teacher intervention schedules	Ongoing Evaluation Method: Weekly Checkpoints; Unit/ Category Test; Benchmarks; BOY-MOY REN Star360	Final Evaluation Method: STAAR; TELPAS; TPRI; EOY Grades; REN Star360
	Timeline: 9/28/2020 - 5/15/2021 (Daily)		Needs: B6; [Title I Components Evaluation]
2	Action: BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.	Person(s) Responsible: M. Knosel L. Sacramento	Resources: Online programs Practice resources (STAAR Master, Think it Up, Fast Focus, etc.) Teacher salary; Title I, Part A Funds
	Evidence of Implementation: Tutorial Lesson Plans Tutorial Attendance sheets	Ongoing Evaluation Method: Benchmarks Weekly Assessments Unit Tests BOY-MOY REN Star 360	Final Evaluation Method: STAAR TELPAS EOY TPRI EOY REN Star 360
	Timeline: 12/1/2020 - 5/20/2021 (Weekly)		Needs: B1; B4; B6; I 2; I 3; [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 #3: Increase all ELL student performance on TELPAS by one level.

1	Action: Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.	Person(s) Responsible: Principal, Campus Interventionist, Teachers	Resources: Computers, microphone, speakers;
	Evidence of Implementation: Lesson plans, Walk-through data	Ongoing Evaluation Method: Benchmarks, ELPS, Weekly checkpoints, BOY_MOY TPRI, BOY-MOY REN Star 360	Final Evaluation Method: TELPAS STAAR REN Star 360
	Timeline: 8/20/2020 - 6/1/2021 (Daily)		
	Needs: A1; B1; B2; B3; I1; I 2; I 3; [Title I Components CIP]		

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

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.

1	Action: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.	Person(s) Responsible: Student Council Sponsor; Principal; Counselor; Mr. Smith	Resources: Power point presentation provided by Student Council Members; College Data/ Virtual Tours;
	Evidence of Implementation: Sign in Sheets; Student Surveys	Ongoing Evaluation Method: Number of 7th graders signing up for Advanced courses.	Final Evaluation Method: STAAR EOY REN Star360
	Timeline: 9/1/2020 - 5/30/2021 (Annually)		Needs: B6; [Title I Components CNA, CIP]
2	Action: All 8th grade students will participate in PSAT assessment, and engage in preparation activities.	Person(s) Responsible: Principal, Counselor	Resources: PSAT registration;
	Evidence of Implementation: Student Registration	Ongoing Evaluation Method: PSAT	Final Evaluation Method: Number of students registering for the PSAT
	Timeline: 8/19/2020 - 7/1/2021 (Annually)		Needs: B2; C2; [Title I Components CIP, Evaluation]

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

Objective #2: College & Career Readiness: Teachers will increase and promote awareness of Universities/ Colleges, Careers, and Professions during classroom instruction.

1	Action: All 8th grade students will participate in career pathway trainings in CCR Lab once a month.	Person(s) Responsible: Principal; Eighth grade teachers	Resources: CCR Lab; Lap tops; Virtual College tours; College Flyers; Career & Technology Funds; Title I, Part A Funds
	Evidence of Implementation: Sign-in sheets; Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Student Surveys	Final Evaluation Method: STAAR, Placement in advanced courses in High School
	Timeline: 8/1/2020 - 6/1/2021 (Monthly) Needs: C2; [Title I Components CNA, Evaluation]		
2	Action: Conduct Parent meetings on college and career readiness for all 8th grade parents.	Person(s) Responsible: Principal; Parent Liaison	Resources: Parent Center; Laptop; Agenda;
	Evidence of Implementation: Agendas; Sign in Sheets	Ongoing Evaluation Method: Number of Students taking Advance Level courses in High School.	Final Evaluation Method: STAAR, 9th grade course selection
	Timeline: 10/1/2020 - 2/15/2021 (Bi-Annually) Needs: C5; F4; [Title I Components Evaluation]		
3	Action: Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.	Person(s) Responsible: Principal Lead Teacher Counselor	Resources: Technology Field Trips (Transportation, entry fees, t-shirts); TAME; Career & Technology Funds \$1,000.00; Title I, Part A Funds \$5,000.00
	Evidence of Implementation: Schedules Sign-in Sheets Zoom invites Powerpoints/Agendas	Ongoing Evaluation Method: Student Sign-ins Report Card Grades	Final Evaluation Method: Surveys Number of students taking Advanced Courses
	Timeline: 10/1/2020 - 6/1/2021 (Monthly) Needs: A1; C4; C5; C7; F1; H1; H2; [Title I Components CNA, CIP]		

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

Objective #3: Students will participate in the PSAT assessment, and advanced courses to prepare for PSAT.

1	Action: 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.	Person(s) Responsible: Principal Teachers	Resources: Local Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans Schedules	Ongoing Evaluation Method: Students participating in class. BOY, MOY and EOY Benchmark and Formative assessment scores.	Final Evaluation Method: Number of students Taking and achieving on PSAT.
	Timeline: 9/1/2020 - 7/1/2021 (Weekly)		Needs: B1; B5; I 3;

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: Weekly communication will be sent out to parents via e-mail, social media or message. Monthly Newsletter and Calendar of Events will also be sent out and posted on school website.	Person(s) Responsible: Principal; Sylvia de La Garza; Parent Liason; Teachers	Resources: Monthly Calendars; Newsletters;
	Evidence of Implementation: Copy of Monthly Newsletters and Calendar of Events Postings on Website and Social Media	Ongoing Evaluation Method: Discussions during monthly parent meetings.; Survey	Final Evaluation Method: Parent Surveys
	Timeline: 9/1/2020 - 5/1/2021 (Weekly)		Needs: F3; F4; G2; [Title I Components Evaluation]
2	Action: Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.	Person(s) Responsible: Principal; Counselor; Campus Interventionist	Resources: ZOOM;
	Evidence of Implementation: Observations Parent Sign-Ins	Ongoing Evaluation Method: Monthly School Safety Records	Final Evaluation Method: Parent/Student Survey; School Safety Record
	Timeline: 8/28/2020 - 6/5/2021 (Daily)		Needs: F2; F4; [Title I Components Evaluation]
3	Action: School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.	Person(s) Responsible: Principal; Asst. Principal; Teachers; Parent Liaison; IT; Campus Interventionist	Resources: Website; Progress Reports; Gradebook; Conference documentation; Title I, Part A Funds
	Evidence of Implementation: Information updated on website; Parent signature on progress reports; Conference documentation forms	Ongoing Evaluation Method: Number of conference documentation; Parent Surveys	Final Evaluation Method: STAAR; TELPAS
	Timeline: 9/1/2020 - 6/1/2021 (On-going)		Needs: 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 #2: Involvement: Create multiple opportunities for parents to be involved with their children and the school.

1	Action: Conduct monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness and advanced level performance.	Person(s) Responsible: Principal; Campus Interventionist and Parent Liaison.	Resources: Presenters; Refreshments; Presenter packets; Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Sign-in sheets; Invites; Flyers; Pictures	Ongoing Evaluation Method: Student Surveys; Parent Surveys	Final Evaluation Method: Surveys; STAAR; TELPAS
	Timeline: 8/20/2020 - 5/15/2021 (Monthly)		Needs: F3; F4; [Title I Components Evaluation]
2	Action: Bi-Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in the implementation of virtual platforms, online programs, core subject practice activities and health and wellness support.	Person(s) Responsible: Principal	Resources: Pictures; Snacks; MEND; Padres Comprometido; CHISPA; ZOOM; Blackboard Connect; Education Galaxy; MyOn; Brainpop; Field Trips; Title I, Part A Funds; Title III, Part A Funds \$2,000.00
	Evidence of Implementation: Sign-ins forms; pictures from meetings; agendas; Zoom invites/recordings	Ongoing Evaluation Method: Parent Participation; Student Discipline; Report Card Grades	Final Evaluation Method: Parent Survey; Percentage of Student Referrals; Retention Grades
	Timeline: 8/15/2020 - 5/20/2021 (Bi-Monthly)		Needs: F3; [Title I Components Evaluation]
3	Action: Hold monthly Parent-Teacher-Organization meetings	Person(s) Responsible: Principal; Parent Liaison	Resources: Parent room for meeting; sign-in sheets; Agenda;; Title I, Part A Funds; Title III, Part A Funds \$200.00
	Evidence of Implementation: Agendas; sign-in sheets	Ongoing Evaluation Method: Parent Survey	Final Evaluation Method: EOY Parent Survey
	Timeline: 8/28/2020 - 6/5/2021 (Monthly)		Needs: F3;

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 safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.	Person(s) Responsible: Safety Coordinator-Erika Clark; Principal; Parent Liaion	Resources: Safety Surveys; Topics;
	Evidence of Implementation: Sign In Sheets; Agendas	Ongoing Evaluation Method: Safety Records	Final Evaluation Method: EOY safety/incident records
	Timeline: 10/1/2020 - 5/1/2021 (Every 9 weeks)		Needs: F2; [Title I Components Evaluation]
4	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: Principal	Resources: Campus Improvement Plan,; Set2Plan training;;
	Evidence of Implementation: Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.	Ongoing Evaluation Method: discussions with committee members	Final Evaluation Method: Completed Campus Improvement Plan
	Timeline: 2/1/2020 - 6/15/2021 (Daily)		Needs: C2; [Title I Components CNA]
5	Action: Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.	Person(s) Responsible: Principal	Resources: Comprehensive Needs Assessment;;
	Evidence of Implementation: Committee sign-in sheets, agendas, minutes	Ongoing Evaluation Method: Measuring student achievement and other data to actions and in improvement plan	Final Evaluation Method: Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement
	Timeline: 2/1/2020 - 6/15/2021 (Daily)		Needs: B1; B2; B3; B4; B5; B6; [Title I Components CIP]

Additional Targeted Support

Student Success SpEd Academic Achievement

Goal #2, Objective #2, Strategy #3

Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.

Funding

Career & Technology Funds	\$1,000.00
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 # 1: Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

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

Goal # 1, Objective #2 , Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective #2 , Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective #2 , Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective #2 , Strategy # 5: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

Goal # 1, Objective #3 , Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective #3 , Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective #3 , Strategy # 3: Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

Goal # 1, Objective #3 , Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective #3 , Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective #3 , Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective #3 , Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective #4 , Strategy # 1: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

Goal # 1, Objective #4 , Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

Goal # 2, Objective #2 , Strategy # 2: BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

Goal # 3, Objective #1 , Strategy # 1: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

Goal # 3, Objective #2 , Strategy # 1: All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

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

Goal # 4, Objective #3 , Strategy # 4: 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.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

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

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

Goal # 1, Objective #2 , Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective #2 , Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective #2 , Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

- Goal # 1, Objective #3 , Strategy # 3:** Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.
- Goal # 1, Objective #3 , Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.
- Goal # 1, Objective #3 , Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.
- Goal # 1, Objective #3 , Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.
- Goal # 1, Objective #3 , Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.
- Goal # 1, Objective #3 , Strategy # 8:** Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.
- Goal # 1, Objective #4 , Strategy # 1:** Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.
- Goal # 1, Objective #4 , Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.
- Goal # 1, Objective #5 , Strategy # 1:** Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time.
- Goal # 1, Objective #5 , Strategy # 2:** Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.
- Goal # 1, Objective #5 , Strategy # 3:** Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.
- Goal # 2, Objective #1 , Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.
- Goal # 2, Objective #1 , Strategy # 2:** The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.
- Goal # 2, Objective #3 , Strategy # 1:** Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.
- Goal # 3, Objective #1 , Strategy # 1:** 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.
- Goal # 3, Objective #1 , Strategy # 2:** All 8th grade students will participate in PSAT assessment, and engage in preparation activities.
- Goal # 3, Objective #2 , Strategy # 3:** Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.

Goal # 4, Objective #3 , Strategy # 5: Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Element 3: Parent and Family Engagement

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 8: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective # 5, Strategy # 4: Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day.

Goal # 2, Objective # 1, Strategy # 1: All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

Goal # 2, Objective # 1, Strategy # 2: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

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

Goal # 3, Objective # 1, Strategy # 2: All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

Goal # 3, Objective # 2, Strategy # 1: All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

Goal # 3, Objective # 2, Strategy # 2: Conduct Parent meetings on college and career readiness for all 8th grade parents.

Goal # 4, Objective # 1, Strategy # 1: Weekly communication will be sent out to parents via e-mail, social media or message. Monthly Newsletter and Calendar of Events will also be sent out and posted on school website.

Goal # 4, Objective # 1, Strategy # 2: Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.

Goal # 4, Objective # 1, Strategy # 3: School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.

Goal # 4, Objective # 2, Strategy # 1: Conduct monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness and advanced level performance.

Goal # 4, Objective # 2, Strategy # 2: Bi-Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in the implementation of virtual platforms, online programs, core subject practice activities and health and wellness support.

Goal # 4, Objective # 3, Strategy # 1: Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.

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

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

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective # 3, Strategy # 3: Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective # 3, Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective # 3, Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective # 3, Strategy # 8: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective # 4, Strategy # 1: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

Goal # 1, Objective # 4, Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

Goal # 2, Objective # 1, Strategy # 1: All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

Goal # 2, Objective # 1, Strategy # 2: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

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

Goal # 2, Objective # 2, Strategy # 2: BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

Goal # 3, Objective # 1, Strategy # 1: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

Goal # 3, Objective # 2, Strategy # 1: All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

Goal # 3, Objective # 2, Strategy # 2: Conduct Parent meetings on college and career readiness for all 8th grade parents.

Goal # 3, Objective # 3, Strategy # 1: 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

Goal # 4, Objective # 1, Strategy # 2: Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.

Requirement: Opportunities for all children

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

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 2, Strategy # 5: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective # 3, Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective # 3, Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective # 3, Strategy # 8: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective # 4, Strategy # 1: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

Goal # 1, Objective # 4, Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

Goal # 1, Objective # 5, Strategy # 1: Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time.

Goal # 2, Objective # 1, Strategy # 1: All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

Goal # 2, Objective # 1, Strategy # 2: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

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

Goal # 2, Objective # 2, Strategy # 2: BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

Goal # 3, Objective # 1, Strategy # 1: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

Goal # 3, Objective # 1, Strategy # 2: All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

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

Goal # 3, Objective # 3, Strategy # 1: 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

Goal # 4, Objective # 1, Strategy # 3: School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.

Goal # 4, Objective # 3, Strategy # 1: Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.

Goal # 4, Objective # 3, Strategy # 4: 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.

Requirement: Increases the amount of quality learning time

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective # 3, Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective # 3, Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective # 3, Strategy # 8: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective # 4, Strategy # 1: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

Goal # 1, Objective # 4, Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

Goal # 1, Objective # 5, Strategy # 1: Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time.

Goal # 1, Objective # 5, Strategy # 2: Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.

Goal # 1, Objective # 5, Strategy # 3: Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.

Goal # 1, Objective # 5, Strategy # 4: Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day.

Goal # 2, Objective # 1, Strategy # 2: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

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

Goal # 2, Objective # 2, Strategy # 2: BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

Requirement: Provides an enriched and accelerated curriculum

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective # 3, Strategy # 3: Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective # 3, Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective # 3, Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective # 3, Strategy # 8: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective # 4, Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

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

Goal # 3, Objective # 1, Strategy # 2: All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

Goal # 3, Objective # 2, Strategy # 2: Conduct Parent meetings on college and career readiness for all 8th grade parents.

Goal # 3, Objective # 3, Strategy # 1: 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

Requirement: Provides a well-rounded education

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

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 2, Strategy # 5: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective # 3, Strategy # 3: Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective # 3, Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective # 3, Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective # 4, Strategy # 1: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

Goal # 1, Objective # 4, Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

Goal # 2, Objective # 1, Strategy # 1: All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

Goal # 2, Objective # 1, Strategy # 2: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

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

Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

Goal # 3, Objective # 1, Strategy # 1: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

Goal # 3, Objective # 2, Strategy # 1: All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

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

Goal # 3, Objective # 3, Strategy # 1: 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

Requirement: Addresses the needs of at-risk students

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

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

Goal # 1, Objective # 2, Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

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

Goal # 1, Objective # 2, Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective # 2, Strategy # 4: Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

Goal # 1, Objective # 2, Strategy # 5: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

Goal # 1, Objective # 3, Strategy # 1: Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

Goal # 1, Objective # 3, Strategy # 2: Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

Goal # 1, Objective # 3, Strategy # 3: Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

Goal # 1, Objective # 3, Strategy # 4: Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

Goal # 1, Objective # 3, Strategy # 5: Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

Goal # 1, Objective # 3, Strategy # 6: Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

Goal # 1, Objective # 3, Strategy # 7: Employ interventionist to assist with small group instruction & interventions.

Goal # 1, Objective # 3, Strategy # 8: Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective # 4, Strategy # 1: Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

Goal # 1, Objective # 4, Strategy # 2: Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

Goal # 1, Objective # 5, Strategy # 2: Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.

Goal # 1, Objective # 5, Strategy # 3: Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.

Goal # 1, Objective # 5, Strategy # 4: Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day.

Goal # 2, Objective # 1, Strategy # 1: All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

Goal # 2, Objective # 1, Strategy # 2: The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

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

Goal # 2, Objective # 2, Strategy # 2: BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

Goal # 3, Objective # 1, Strategy # 1: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

Goal # 3, Objective # 1, Strategy # 2: All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

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

Goal # 3, Objective # 3, Strategy # 1: 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

Goal # 4, Objective # 1, Strategy # 1: Weekly communication will be sent out to parents via e-mail, social media or message. Monthly Newsletter and Calendar of Events will also be sent out and posted on school website.

Goal # 4, Objective # 1, Strategy # 2: Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.

Goal # 4, Objective # 1, Strategy # 3: School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.

Goal # 4, Objective # 3, Strategy # 1: Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.

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