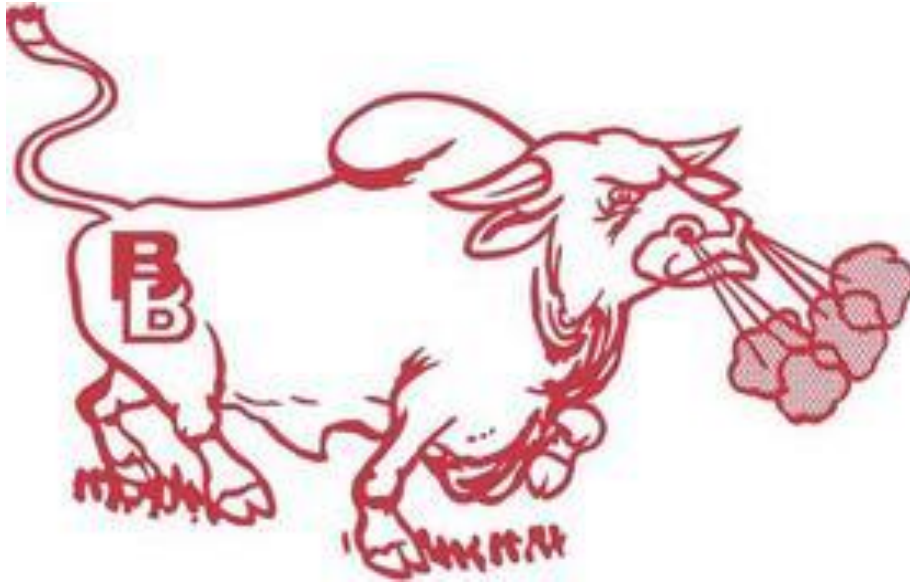


*O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2018-2019*



*BELLVILLE INDEPENDENT SCHOOL DISTRICT  
518 S. Matthews  
BELLVILLE, TEXAS 77418  
(979) 865-3671*

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al 865-7091.

## TABLE OF CONTENTS

Introduction .....	3
Campus Planning Committee Members .....	4
Campus Philosophy and Mission Statement .....	5
Needs Assessment Data.....	6
Ten Component Parts of a School wide Program .....	14
ESEA .....	16
Campus Goal I .....	18
Campus Goal II .....	20
Campus Goal III .....	23
Campus Goal IV.....	24
Campus Goal V .....	26
Campus Goal VI .....	29
Campus Goal VII .....	30
Appendix A, RTI Data .....	31

BELLVILLE INDEPENDENT SCHOOL DISTRICT  
O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS PLANNING COMMITTEE 2018-2019

Dear Parents and Students of O'Bryant Intermediate School,

The goals, as established by the Campus Planning Committee, outlines within this plan are designed to help students reach their maximum potential. These goals will guide parents, teachers, staff, and students in working together for the 2018-2019 school year. We believe all students can learn and develop skills that will help them become confident, successful, and productive in the future. The goals are aligned with Bellville ISD District Goals and are as follows:

1. O'Bryant Intermediate will meet Yearly Progress as defined by ESEA.
2. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.
3. O'Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes.
4. O'Bryant Intermediate students will be taught by qualified teachers as required by the Federal Accountability plan and appropriately certified teachers as required by TEA.
5. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.
6. O'Bryant Intermediate will establish a foundation to successfully graduate 100% of its students from high school.
7. O'Bryant Intermediate will promote participation in extra-curricular academic competitions.

Natalie Jones  
Principal, O'Bryant Intermediate School

**O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS PLANNING COMMITTEE MEMBERS**

**TEACHERS:**

Melissa Durham  
Mary Lee Bufkin

**PARENTS:**

Teresa Howard

**COMMUNITY/BUSINESS REPRESENTATIVE:**

**PARAPROFESSIONAL:**

Gabrielle Arterberry

**NON-TEACHING PROFESSIONALS:**

Natalie Jones, Principal  
Sean McEnerney, Assistant Principal

**BELLVILLE INDEPENDENT SCHOOL DISTRICT  
O'BRYANT INTERMEDIATE SCHOOL**

**PHILOSOPHY OF EDUCATION**

The staff of O'Bryant Intermediate School believes in the uniqueness of each child. Our philosophy is that each child has the right to an education that is conducive to his/her learning style. We also believe that through a cooperative effort of home, school, and community, each child will achieve his/her highest potential.

**MISSION STATEMENT**

The mission of O'Bryant Intermediate School is to prepare students for a productive life by giving them lessons and practice in problem solving, critical thinking, and responsible living. These skills will help them in our diverse society. We believe that all students can learn, achieve, and be successful. Students have the responsibility of working hard to accomplish these goals. Parents, teachers, staff, and students must work together as a team to provide a nurturing environment where students are successful, confident, responsible, and have a positive self-image.

**O'BRYANT INTERMEDIATE SCHOOL  
NEEDS ASSESSMENT DATA, JUNE 2018**

**Demographics**

Enrollment: 287 students

Grade 4: 141 49%

Grade 5: 146 51%

Ethnic Distribution	#	%
African American	34	12
Hispanic	83	29
White	164	57
Asian/Pac. Islander	2	0.7
Two or More	3	1

Student Group Representation	#	%
Economically Disadvantaged	138	48
Limited English Proficient (LEP)	28	10
At-Risk	122	43
Migrants	0	0
Gifted and Talented Education	37	13
Special Education	44	15
ESL	28	10
Male	147	51
Female	140	49

Sources: PEIMS Data

Over the past few years, O'Bryant Intermediate's Economically Disadvantaged and At-Risk groups have been inclined to increase in numbers. These students tend to have lower reading levels and need increased support. We will continue to use our Response to Intervention (RTI) Program for Reading for these students as well as other student groups. We also offer in-school and after-school tutorial opportunities as well as have an open General Education Content Mastery room available to all students.

**Student Achievement**

As you will see in the scores, in 2017-18 O'Bryant Intermediate School had significant weaknesses in the areas of fourth grade reading, writing and math. We will continue to implement our Response to Intervention (RTI) Program in Reading for the 2018-19 school year and plan for Tier I classroom interventions in all areas as well as address curriculum needs. We will continue to offer after-school tutorials, before school homework and/or skills help, and General Ed. Content Mastery for all students daily. Fifth grade science scores did improve, we will continue to build on that momentum and target curriculum needs as well, especially through vertical alignment to inform second, third, and fourth grade teachers which TEKS they need to have students master as they are not seen again until the fifth grade science test.

**STAAR**

Scores Comparison by Sub-Groups Percentage/Sub-Group Meeting Standard

**\*\*\*Note that in 2016 some students took the STAAR Accommodated and STAAR L tests which are not included in the following data.**

Fourth Grade	Reading			Math			Writing		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Groups Tested:									
All Students	71	70	66	71	76	71	65	60	50
African American	67	35	25	33	41	25	50	18	6
Hispanic	64	71	46	58	83	60	56	51	39
White	83	78	88	86	80	88	77	75	66
Econ. Disadv.	65	58	46	62	70	61	50	45	31
Special Education	25	30	25	13	79	18	13	21	27
LEP	38	43	38	25	35	50	21	18	6

Fourth Grade Reading Additional Objective Data:

Objectives Tested:	2016 Avg. % Correct	2017 Avg. % Correct	2018 Avg. % Correct
1: Understanding/Analysis Across Genres	73	74	63
2: Understanding/Analysis of Literary Texts	65	67	67
3: Understanding/Analysis of information Text	64	63	64

Fourth Grade Math Additional Objective Data:

Objectives Tested:	2016 Avg. % Correct	2017 Avg. % Correct	2018 Avg. % Correct
1: Numerical representations and relationships	75	73	66
2: Computations and algebraic relationships	63	61	64
3: Geometry and measurement	56	63	62
4: Data Analysis and personal financial literacy	55	64	57

Fourth Grade Writing Additional Objective Data:

Objectives Tested:	2016 Avg. % Correct	2017 Avg. % Correct	2018 Avg. % Correct
1: Composition	47	44	43
2: Revision	59	65	51
3: Editing	66	63	64

**STAAR Three Year Comparison at New Indicators**

**\*\*\*Note that in 2016 some students took the STAAR Accommodated and STAAR L tests which are not included in the following data.**

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2016	74	38	18
2017	70	50	32
2018	66	44	20

Math Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2016	71	41	17
2017	76	43	26
2018	71	41	21

Writing Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2016	65	33	20
2017	60	31	16
2018	50	32	6

\*\*Fifth grade reading and math scores are from the April (first) administration only.

Fifth Grade	Reading			Math			Science		
Groups Tested:	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	77	73	76	76	78	84	68	56	68
African American	50	43	44	42	43	56	25	29	38
Hispanic	54	57	69	72	67	89	56	44	57
White	91	88	85	83	90	88	79	68	77
Econ. Disadv.	66	57	66	64	66	78	53	48	57
Special Education	25	33	38	50	10	42	20	20	29
LEP	10	33	46	63	40	82	38	20	27

Fifth Grade Reading Additional Objective Data:

Objectives Tested:	2016 Avg. % Correct	2017 Avg. % Correct	2018 Avg. % Correct
1: Understanding/Analysis Across Genres	71	70	72
2: Understanding/Analysis of Literary Texts	70	68	70
3: Understanding/Analysis of information Text	69	69	67



Fifth Grade Math Additional Objective Data:

Objectives Tested:	2016 Avg. % Correct	2017 Avg. % Correct	2018 Avg. % Correct
1: Numerical Representations and Relationships	64	67	64
2: Computations and Algebraic Relationships	62	63	68
3: Geometry and Measurement	62	64	67
4: Data Analysis and Personal financial literacy	65	62	67

Fifth Grade Science Additional Objective Data:

Objectives Tested:	2016 Avg. % Correct	2017 Avg. % Correct	2018 Avg. % Correct
1: Matter and Energy	67	57	70
2: Force, Motion, and Energy	67	56	69
3: Earth and Space	64	64	64
4: Organisms and Environments	71	55	65

**STAAR Three Year Comparison at New Indicators**

\*\*\*Note that in 2016 some students took the STAAR Accommodated and STAAR L tests which are not included in the following data.

<b>Reading Data</b>	<b>% Approaches Grade Level</b>	<b>% Meets Grade Level</b>	<b>% Masters Grade Level</b>
<b>2016</b>	<b>77</b>	<b>48</b>	<b>27</b>
<b>2017</b>	<b>73</b>	<b>43</b>	<b>23</b>
<b>2018</b>	<b>76</b>	<b>54</b>	<b>26</b>

<b>Math Data</b>	<b>% Approaches Grade Level</b>	<b>% Meets Grade Level</b>	<b>% Masters Grade Level</b>
<b>2016</b>	<b>76</b>	<b>40</b>	<b>11</b>
<b>2017</b>	<b>78</b>	<b>42</b>	<b>15</b>
<b>2018</b>	<b>84</b>	<b>54</b>	<b>29</b>

<b>Science Data</b>	<b>% Approaches Grade Level</b>	<b>% Meets Grade Level</b>	<b>% Masters Grade Level</b>
<b>2016</b>	<b>68</b>	<b>34</b>	<b>10</b>
<b>2017</b>	<b>56</b>	<b>18</b>	<b>3</b>
<b>2018</b>	<b>68</b>	<b>36</b>	<b>14</b>

**TELPAS**

(All students tested on TELPAS were in the Hispanic, Economically Disadvantaged, and ELL subgroups.)

**2016-17 Data**

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
4	15	11	4	2.6	29	14	57	0	2.3
5	15	10	5	3.4	0	13	47	40	3.1

**2017-18 Data**

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
4									
5									

The TELPAS data shows while we continue to have some weaknesses in reading with these students, the students are showing gains from the previous year. Again, utilizing the Response to Intervention (RTI) Program in Reading with tiered interventions for these students is beneficial.

**AIMSweb (RTI data)**

See Appendix A

**AYP**

O’Bryant Intermediate has met Standard the last three years.

**Attendance Rate**

O’Bryant Intermediate has increased attendance percentage rates over the past three years and is above the state average.

Year	Campus	Af. Am.	His.	White	Male	Female	Sp. Ed.	LEP
2017-18	96.5	97.1	96.5	96.3	96.3	96.6	96.0	96.3
2016-17	96.8	96.4	96.9	96.6	97	96.4	94.9	97.3
2015-16	96.8	96.4	96.9	96.6	97	96.4	94.6	97.3

**Retention Rate**

O’Bryant Intermediate School had one retention for the 2017-18 school year.

Grade	2017-18	2016-17	2015-16
4	1	1	0
5	0	1	1

Data Sources: Eduphoria, PEIMS data

## **Program Effectiveness**

### Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2018-19 school year. Inclusion classes at O'Bryant Intermediate will be supported by special education teachers and/or paraprofessional staff members. There will be a need for continued training for our special education and general education staff members throughout the school year. Based on STAAR data, special education students tend to struggle on state assessments. We will continue to focus on these areas with tutorials. With the numbers of students with severe behaviors (emotionally disturbed and autistic) increasing, we will continue implementation of year 2 of our RTI behavior intervention program (PBIS and RISE).

### Gifted and Talented

Students at O'Bryant Intermediate school are identified for the gifted and talented program by nominations and testing. Students are served in the program through pull-out classes 2-3 times per week. These students continue to score at or above standard and achieve masters grade level performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become GT certified.

### ELL/Bilingual

At OBI our ELL population continues to grow and our ELL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials, after-school tutorials, and General Education Content Mastery. Based on 2017-18 STAAR data, ELL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through the RTI program. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in the areas of writing and science.

### Title I

O'Bryant Intermediate is a school-wide Title I Program. As evidenced in previous areas in our needs assessment data, students at OBI could greatly benefit through the continued implementation of our effective Response to Intervention (RTI) Program. There continues to be a need to utilize our Title I resources for staffing an RTI Coordinator for our campus to develop and build the program as well as to purchase interventions to be used for small group tier instruction.

### State Compensatory Education

During the 2018-19 school year, state compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for OBI, after-school tutorials, and RTI Supplies which all help to aid in the success of our students. We will continue to use our SCE resources to provide our library aide in 2018-19 in order to provide access to the library daily for our students. We also utilize SCE funds for our General Education Content Mastery aide which is crucial to helping all students on campus. Students attend General Education Content Mastery for small group as well as one-on-one instruction for core academic classes, help with understanding concepts on redo assignments, help on assignments/concepts when students are absent and miss instruction and also for other accommodations such as extended time. The after-school tutorials were extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in this area as well.

### Safe and Drug Free Schools

Safe and Drug Free local resources are used to provide a crossing guard at the corner of O'Bryant and Mathews streets every morning and afternoon to ensure the safety of our students. OBI has security cameras monitored regularly in and around the campus building and students volunteer and are trained to assist staff members on the sidewalks and car line on Safety Patrol duty.

### Homeless

During the 2017-18 school year, 3 students were identified as homeless based on information gathered on the Student Residency Questionnaire. Being a school-wide Title I Program, OBI assists homeless students in the areas of instructional supplies, tutoring, and counseling. Homeless students also qualify for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

### Dyslexia

O'Bryant Intermediate has a trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission the dyslexia program. We will continue to provide our dyslexia services and would like to use our dyslexia specialist to help provide interventions for students in the RTI Program.

### Physical Education

O'Bryant Intermediate has certified Physical Education Teachers. 50% of our Physical Education Program will provide moderate to rigorous activities.

## **Technology**

O'Bryant Intermediate School has a computer lab monitored by a paraprofessional who also serves as our Campus Technology Specialist. All classrooms have at least one computer and all of our core academic classrooms have a SMART board. All students are enriched by participating in a technology integration class weekly through social studies. OBI will continue to provide technology and support for the future with the advancement of technology in newer instructional materials adoptions and resources for learning.

## **Curriculum and Instruction**

Teachers at O'Bryant Intermediate School use the TEKS Resource Guide System. As discussed previously, all of our teachers are ESL certified. We also highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

## **Discipline/Character Education**

OBI staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. We have a campus core team trained in Non-Violent Crisis Intervention. The Project Wisdom program is used daily on the morning announcements, the assistant principal and counselor visit classrooms and P.E. classes to continue to teach good character and educate students about bullying, its effects on students, and our no tolerance

for bullying. We will also continue the implementation of year 2 of our school-wide PBIS initiative and the RISE program.

## **Staff Development Needs**

Based on staff surveys, faculty meeting discussions, and summative conferences, OBI has the need for additional and/or continued training in the areas of Inclusion for special education and regular education staff, de-escalation strategies for use with our ED/Autistic students, classroom management techniques/ideas, technology and especially training in regards to STAAR. We use our Title II, A resources to fund some of our staff development needs.

## **Bellville Independent School District Qualified Teacher Plan**

Bellville ISD will attract and retain qualified teachers for all BISSD campuses. Bellville ISD will post vacancies on District website and when necessary other employment websites. Campus principals or Department directors will review applications for highly qualified status and interview highly qualified applicants for campus teaching positions. Bellville ISD will attend job fairs at local universities. Bellville ISD will also continue to offer stipends in Bilingual, Life Skills, and Foreign Languages. When Bellville ISD is not able to meet the goal of having 100% of teachers qualified, Bellville ISD will implement strategies to attain 100% qualified teachers by the end of the school year. Bellville ISD will create and monitor professional development plans for teachers that are not highly qualified. These professional development plans will be based on performance data and/or teacher input and will include strategies such as paying for certification testing and preparation coursework. Bellville ISD will continue to provide high quality professional development for all teachers including those that are not yet highly qualified.

## **Staff Quality, Recruitment, and Retention**

At O'Bryant Intermediate, we recruit and interview prospective teachers and staff members that are fully certified/qualified for vacant positions. The principal and district staff also encourages paraprofessionals to become certified classroom teachers. .

## **Parental Involvement**

At OBI we continue to provide student planners (assignment books) for every student for daily use to ensure increased communication about academics and discipline between school and home. OBI conducts a "Meet the Teacher" Night before classes begin, an Open House in September to explain the Title I Program (student/parent/teacher compacts and parental involvement policy), ESL FIESTA meetings every six weeks, as well as numerous opportunities for parents to be involved and/or attend school through volunteering, chaperoning field trips, planning school events/parties, etc.. OBI staff members communicate with parents either by phone or personal contact concerning academics, discipline and positive news. Our parental involvement policy is evaluated at the end of the school year in a survey sent home to parents.

## Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. OBI is fortunate to have RAP (Raising Academic Performance) trained mentors working with students, PALS (Peer Assistance and Leadership Students) from Bellville High School working in numerous classrooms, and a speaking bureau of various community/business representatives speak to our students and field questions during Career Day.

## 10 Component Parts of a Schoolwide Program

### 1. Comprehensive Needs Assessment

- ◆ AEIS
- ◆ STAAR
- ◆ Attendance/Drop-out
- ◆ Surveys (parent, community teacher, students)
- ◆ Other Assessment Results (TPRI, Benchmarks, District Criteria Test)

### 2. School Reform Strategies

- ◆ Provide opportunities for all students to meet the advanced levels of academic achievement.
- ◆ Use effective methods and instructional strategies that are based on **scientifically based research** that:
  - Strengthen the core academic program in the school
  - Increase the amount and quality of learning time
  - Include strategies for meeting the needs of historically underserved populations
- ◆ Address the needs of all children but particularly the needs of the targeted populations (STAAR Reading, Math, Writing, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom/Discipline Management)

### 3. Instruction by Qualified Professional Staff

- ◆ Teachers hired on or after the first day of the 2002-2003 school year must be qualified according to the Federal Accountability plan before being hired.
- ◆ Teachers hired before the first day of the 2002-2003 school year must be qualified by the last day of the 2006-2007 school year.
- ◆ Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.
- ◆ Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006

### 4. Highly Qualified Professional Development

- ◆ 5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.
- ◆ Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.
- ◆ Professional development activities **are high quality, intensive, and classrooms focused** in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day or short term workshops or conferences**. However, **several one-day workshops that can be tied back to one broad instructional goal or objective can meet the definition of sustained and intense**.

### 5. Parental Involvement

- ◆ LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities.
- ◆ 95% of the 1% must be allocated to the Title I, Part A campus
- ◆ Must have a written parent involvement policy that describes strategies to increase parental involvement such as family literacy services.
- ◆ School/Parent Compacts
  - Developed jointly with parents
  - Describes the responsibilities of the school, the parents, and the students.

- Go to all districts.  
(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

**6. Strategies to Attract High/Quality, Highly Qualified Teachers**

- ◆ Job Fairs
- ◆ Recruiting
- ◆ Forming partnerships with institutes of higher education to establish school-based teacher training programs.
- ◆ Create programs to enable paraprofessionals to obtain the education necessary for them to become certified teachers.

**7. Transition**

- ◆ Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program to local elementary school programs; elementary to middle school; middle school to high school.
  - Establish channels for communication between campuses
  - Curriculum Alignment
  - Planning meetings involving parents and teachers of the transitioning campuses
  - Joint transition related training of the staffs

**8. Teachers Included in Decisions Regarding the Use of Assessments**

- ◆ Provide information on the achievement of individual students
- ◆ Provide information on the overall instructional program
  - PreSTAAR/Release STAAR
  - Alternative Assessment
  - ESL
  - Achievement Tests
  -

**9. Students Experiencing Difficulty**

- ◆ Student difficulties are identified in a timely manner
- ◆ Students are given effective and timely additional assistance
- ◆ Professional Development for teacher's in identification and strategies to assist students in experiencing difficulty.
- ◆ Communication with parents for students who have no mastered standards  
(Data disaggregation, Tutorials, Computer Assisted Instruction)

**10. Coordination of Federal, State, and Local Services and Programs**

- ◆ Campus Improvement Plans must clearly show how coordination and integration occurs between programs
  - Federal Title Programs
  - Violence Prevention Programs
  - Nutrition Programs
  - Head Start

## **ESEA Federal Accountability Plan Performance Goals and Objectives**

To facilitate the implementation of the ESEA Act, the US. Department of Education identified five performance goals and objectives that focus on student achievement. These goals and objectives were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

1. Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading language arts and mathematics.
  - 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are not at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
  - 1.2 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are not at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
  - 1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
2. Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading language arts and mathematics.
  - 2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
  - 3.1 Performance Indicator: The percentage of classes being taught by "highly-qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(viii) of the ESEA)
  - 3.2 Performance Indicator: The percentage of teachers receiving high quality professional development [as the term "professional development" is defined in section 9101 (3411).
  - 3.3 Performance Indicator: The percentage of paraprofessional (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See section 1119 [c] and (d).
4. Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
  - 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.



5. Performance Goal 5: All students will graduate from high school.

5.1 Performance Indicator: The percentage of students who graduate from high school, with a regular diploma,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance Indicator: The percentage of students who drop out of school,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2018-2019**

**CAMPUS GOAL:** I. Meet Adequate Yearly Progress as defined by ESEA.

**OBJECTIVE:** A. All student accountability groups in grades 4-5 will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and maintain AYP.

**ESEA GOALS 1, 2**

**Strategy(1):** O'Bryant Intermediate will schedule benchmark exams for all subject areas assessed on the STAAR tests, as appropriate and disaggregate data for class performance improvement.

**Responsibility:** Principal, Assistant Principal, Grade level/Department Chairs, Core Curriculum Teachers

**Resources:** Teacher-made exams, TEKS Resource System Unit Assessments

**Timeline:** Each six weeks

**Formative Evaluation:** Benchmark exams scheduled by grade level or department

**Summative Evaluation:** STAAR raw score results

**Title I: 1, 8**

**Strategy (2):** Students not meeting state standards will be subject to additional, alternative instructional approaches in order to demonstrate mastery of content.

**Responsibility:** Principal

**Resources:** Grade level/Department Chairs, Principal, Assistant Principal, teachers, counselor, specialized classes

**Timeline:** Each semester

**Formative Evaluation:** Students needing additional assistance to meet state standards will be subject to specialized instruction

**Summative Evaluation:** State assessment results meet state/federal standards

**Title I: 2**

**Strategy(3):** Students not performing at SSI requirements in reading and/or math in grade 5, other students not meeting passing standards for the next grade level, and students who need additional language acquisition skills will be considered for the district elementary summer school session.

**Responsibility:** Principal, Assistant Principal

**Resources:** Grade level/Department Chairs, teachers, State Compensatory funds , Title IA

**Timeline:** May/June 2019

**Formative Evaluation:** Students identified that meet requirements for summer school

**Summative Evaluation:** State assessment results meet state/federal standards

**Title I: 9**

**Strategy (4):** Students identified as "At-Risk" or "Economically Disadvantaged" will receive supplemental instructional techniques.

**Responsibility:** Principal, Assistant Principal, Executive Director of Special Programs

**Resources:** Grade level/Department Chairs, teachers, State Compensatory Funds

**Timeline:** Each six weeks

**Formative Evaluation:** Supplemental instruction provided for "At-Risk" and "Economically Disadvantaged" students through in-school and after-school tutorials

**Summative Evaluation:** State assessment results meet state/federal standards

**Title I: 9**

**Strategy (5):** Tutorial programs will be available, as appropriate.

**Responsibility:** Principal, Assistant Principal

**Resources:** Deputy Supt., teachers, State Compensatory Funds

**Timeline:** Each six weeks

**Formative Evaluation:** Tutorial schedules set for each campus to meet individual needs of students.

**Summative Evaluation:** Final subject-Area course grades are 70% or greater.

**Title I: 9**

**Strategy (6):** Continue “Response to Intervention” (RTI) in Reading and develop in Math (as possible).

**Responsibility:** Principal, Assistant Principal, Executive Director of Special Programs, Deputy Supt.

**Resources:** local funds, counselor, teachers, Title I, A

**Timeline:** Each semester

**Formative Evaluation:** Develop plan for continuation.

**Summative Evaluation:** RTI implemented in Reading and Math (as possible).

**Title I: 2**

**Strategy (7):** Provide supplemental instructional supplies and/or supplemental tutoring opportunities for students identified as homeless (as needed).

**Responsibility:** Principal, Assistant Principal, Executive Director of Special Programs (Homeless Liaison)

**Resources:** campus budget, teachers, Title IA set-aside

**Timeline:** Each six weeks

**Formative Evaluation:** Student Residency Questionnaires and Campus follow-up interviews complete and family interest of services noted.

**Summative Evaluation:** Homeless students’ state assessment results meet state/federal standards.

**Title I: 2**

**Strategy (8):** Increase masters grade level on STAAR test for all subjects.

**Responsibility:** Principal, Assistant Principal, teachers

**Resources:** Deputy Superintendent, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** Methods for increasing high levels of achievement identified.

**Summative Evaluation:** State assessment results meet state/federal commended performance equivalent standards

**Title I: 2**

**Strategy (9):** Provide necessary instruction for students to meet grade level requirements on the STAAR exams.

**Responsibility:** Principal, Assistant Principal, teachers

**Resources:** Deputy Superintendent, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** New requirements and methods for instruction identified.

**Summative Evaluation:** State assessment results meet state/federal standards

**Title I: 2**

**CAMPUS GOAL: 1. Meet Adequate Yearly Progress as defined by ESEA.**

**OBJECTIVE: B. Students will be provided an instructional classroom environment that utilizes technology for the purposes of teaching and learning.**

**ESEA GOALS: 1,2**

**Strategy (1):** Technology application skills will be taught in grades 4-5.

**Responsibility:** Deputy Supt., Principal, Assistant Principal, Technology Instructional Specialist

**Resources:** TEKS, Principal, Technology Instructional Specialist, technology lab teacher aide

**Timeline:** Each six weeks

**Formative Evaluation:** Continuous monitoring of skills taught in each grade level.

**Summative Evaluation:** Student work produced through the use of technology skills taught.

**Title I: 1,2**

**Strategy (2):** Continue to expand technology availability (where possible) to enhance student learning.

**Responsibility:** Principal, Assistant Principal, Director of Technology

**Resources:** Technology Committee

**Timeline:** Each six weeks

**Formative Evaluation:** Technology needs are identified by the campus and sent to district Technology Committee.

**Summative Evaluation:** Increase of technology skills of all students and state assessment results meet state/federal standards.

Title I: 1,2

**Strategy (3):** Integrate technology TEKS to enhance the academic instruction in the classroom.

**Responsibility:** Principal, Assistant Principal, Teachers, Technology Instructional Specialist

**Resources:** Technology lab teacher aide, Textbook Technology Resources, Software Resources

**Timeline:** Each six weeks

**Formative Evaluation:** Observations, lesson plans, student work

**Summative Evaluation:** Increased student application and/or classroom exposure to technology.

Title I: 1,2

**Strategy (4):** Teachers and staff will attain Technology Proficiencies as established by the district.

**Responsibility:** Director of Technology, Technology Instructional Specialist

**Resources:** Director of Technology, Technology Instructional Specialist, Eduphoria developed courses

**Timeline:** 2018-19 School Year

**Formative Evaluation:** Technology Proficiency courses are scheduled and conducted through online courses or in-person courses.

**Summative Evaluation:** All teachers and staff have attained Technology Proficiencies.

Title I: 4

**CAMPUS GOAL:** I. Meet Adequate Yearly Progress (AYP) as defined by ESEA

**OBJECTIVE:** C. All students will explore and develop career pathways and post secondary opportunities.

**ESEA GOALS: 1,2**

**Strategy (1):** Elementary students will be directed toward career awareness through designed CTE activities.

**Responsibility:** Principal, Assistant Principal, CTE Coordinator, counselors

**Resources:** local funds, teachers, CTE materials

**Timeline:** Each semester

**Formative Evaluation:** Activities planned for elementary students.

**Summative Evaluation:** Documentation of planned career activities that were presented to students.

**CAMPUS GOAL:** II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.

**OBJECTIVE:** A. All students who are identified as having a disability as defined by Special Education will be provided an instructional classroom environment that meets their individual needs.

**ESEA GOALS: 1,2**

**Strategy (1):** Continue implementation of inclusion to meet the needs of student's individual educational plans.

**Responsibility:** Principal, teachers, Director of Special Education

**Resources:** Director of Special Education, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** Matrix of individual special education student's needs is completed.

**Summative Evaluation:** Special Education students' course grades, benchmark results, and state assessment results.

Title I: 2,8

**Strategy (2):** Implement procedures where alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.

**Responsibility:** Principal, Assistant Principal, Counselor, Director of Special Education, Behavior Specialist

**Resources:** LSSP, Behavior Specialist, Director of Special Education, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** Documentation of use of strategies and techniques prior to any discipline placement is completed.

**Summative Evaluation:** The behavior improvement plans are developed and used.

**Title I: 9**

**Strategy (3):** Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.

**Responsibility:** Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers

**Resources:** Local funds

**Timeline:** 2018-19 School Year

**Formative Evaluation:** Behavior Documentation Data

**Summative Evaluation:** Improvement of student behavior, Increased student achievement.

**CAMPUS GOAL:**           **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**           **B. All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**

**ESEA GOALS: 1,2**

**Strategy (1):** Recruit and hire elementary bilingual teachers through 5<sup>th</sup> grade.

**Responsibility:** Elementary principals, Executive Director of Special Programs

**Resources:** Online Job Postings, Region VI

**Timeline:** Summer 2018

**Formative Evaluation:** Bilingual jobs are posted on district website

**Summative Evaluation:** Bilingual teachers are hired and teaching in bilingual classrooms.

**Title I: 6**

**Strategy (2):** Assist teachers and new hires (within first year) to acquire ESL Certification.

**Responsibility:** ESL Specialist, principals, Executive Director of Special Programs

**Resources:** Region VI ESL mini-academies, local funds

**Timeline:** 2018-19 School Year

**Formative Evaluation:** Teachers are notified of the policy and are scheduled to attend ESL mini-academies, and register for appropriate TExES.

**Summative Evaluation:** All new hires and identified existing teachers are ESL certified.

**Title I: 4**

**Strategy (3):** Train ESL teachers to help equip them to meet the needs of LEP students.

**Responsibility:** ESL Specialist, Executive Director of Special Programs, Region VI

**Resources:** Region VI, TEA

**Timeline:** Each six weeks

**Formative Evaluation:** Workshops and other training opportunities are planned or identified and communicated to ESL teachers.

**Summative Evaluation:** LEP students' TELPAS and student assessment results meet state/federal standards.

**Title I: 4**

**CAMPUS GOAL:**           **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**           **C. O'Bryant Intermediate students will be provided an instructional classroom environment that meets their individual needs.**

**ESEA GOALS: 1,2 ,3**

**Strategy (1):** Provide assistance to their students through the Response to Intervention Program.

**Responsibility:** Title I Paraprofessionals, Title I Teachers, Principal

**Resources:** RTI Intervention Programs, Title I Teachers, Executive Director of Special Programs

**Timeline:** Each six weeks

**Formative Evaluation:** Students are identified and attending RTI classes.

**Summative Evaluation:** State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

**Title I: 2,9**

**Strategy (2):** Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.

**Responsibility:** Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers

**Resources:** Local funds

**Timeline:** 2018-19 School Year

**Formative Evaluation:** Behavior Documentation Data

**Summative Evaluation:** Improvement of student behavior, Increased student achievement.

**Strategy (3):** Provide certified teachers and paraprofessionals to provide Title I services.

**Responsibility:** Principal

**Resources:** Title IA funds

**Timeline:** 2018-19 School Year

**Formative Evaluation:** Teacher and paraprofessional positions are posted (as needed)

**Summative Evaluation:** Teacher and paraprofessionals are hired.

**Title I: 3**

**Strategy (4):** Assistance will be provided through a Contracted Fee Service with Region VI to meet the requirements of the ESEA Act.

**Responsibility:** Executive Director of Special Programs

**Resources:** Region VI, Title IA Funds

**Timeline:** 2018-19 School Year

**Formative Evaluation:** ESEA Consolidated Application is submitted via eGrants.

**Summative Evaluation:** ESEA Consolidated Application is awarded by TEA and all indicators on the Initial Compliance Review are met.

**Title I: 10**

**CAMPUS GOAL:**           **II. O'Bryant Intermediate will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**           **D. All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.**

**ESEA GOALS: 1,2**

**Strategy (1):** Determine individual methods that can be used to identify more African-American, Hispanic, and female students who have GT characteristics.

**Responsibility:** GT teacher, principal, Executive Director of Special Programs

**Resources:** TEA

**Timeline:** May 2018

**Formative Evaluation:** Research assessment and identification methods that are non-biased.

**Summative Evaluation:** The gap between the percentage of African-American, Hispanic, and female GT students and their overall representation in the district is narrowed compared to previous years.

**Title I: 2**

**Strategy (2):** Provide each teacher new to the district an orientation to the district's gifted/talented identification processes and the district's services for GT students.

**Responsibility:** GT teacher, Executive Director of Special Programs

**Resources:** BISD GT Handbook, BISD Board Policy

**Timeline:** August 2018

**Formative Evaluation:** Orientation is developed.

**Summative Evaluation:** New teachers are provided orientation at the New Staff In-Service.

**Strategy (3):** Present GT showcases to display GT work.

**Responsibility:** GT teacher, principal

**Resources:** Local funds

**Timeline:** Each Semester

**Formative Evaluation:** Development of projects; matrix and timeline checkpoints

**Summative Evaluation:** Projects displayed, attendance at showcase

Title I: 5

**CAMPUS GOAL:** III. O'Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes of the District.

**OBJECTIVE:** A. Maintain the positive relationships developed between the school district and the local business community and other community groups.

**ESEA GOALS:** 1, 2

**Strategy (1):** Utilize the local newspaper, district/campus websites, district/campus marquees, and PTO newsletters for communication purposes.

**Responsibility:** Principal, Assistant Principal

**Resources:** Local media, local funds

**Timeline:** Each six weeks

**Formative Evaluation:** Announcements/articles/information displayed in various sources and sent home with students.

**Summative Evaluation:** Improved communication between school and community.

**Strategy (2):** Continue to hold Career Day speakers bureau and invite local business and community members.

**Responsibility:** CTE Coordinator, Principal, Assistant Principal

**Resources:** Phone calls, letters of invitation, promotion through local media

**Timeline:** Spring semester

**Formative Evaluation:** Sign-In Sheets

**Summative Evaluation:** Data base and schedule of speakers.

Title I: 5

**CAMPUS GOAL:** III. O'Bryant Intermediate will encourage opportunities for parental and community involvement that supports the educational processes of the District.

**OBJECTIVE:** B. Provide opportunities for parental/community involvement in school activities that will reflect a participation rate of 75%.

**ESEA GOALS:** 1,2

**Strategy (1):** Provide an assignment book (student planner) to every student for daily use to ensure increased communication between home and school.

**Responsibility:** Principal, Assistant Principal Teachers

**Resources:** Local funds

**Timeline:** All School Year

**Formative Evaluation:** Book signed daily by parent/guardian.

**Summative Evaluation:** Increased communication between school and home.

Title I: 5

**Strategy (2):** Provide registration sites for parents that attend school sponsored functions (i.e. Meet the Teacher in August, Open House in September, Field Day in May, Career Day in May, PTO meetings, etc.).

**Responsibility:** Principal, Assistant Principal

**Resources:** Campus activities, teachers, sponsors

**Timeline:** Each semester

**Formative Evaluation:** Determine parent sign-in opportunities during the school year.

**Summative Evaluation:** Keep sign-in rosters on file at the campus.

Title I: 5

**Strategy (3):** Provide mentoring opportunities through the community-based mentoring program Raising Academic Performance (R.A.P.).

**Responsibility:** Principal, Assistant Principal  
**Resources:** RAP District Coordinator, counselors, teachers  
**Timeline:** Each semester  
**Formative Evaluation:** Identify students that need a mentor.  
**Summative Evaluation:** Match students with a mentor.

**Strategy (4):** Provide mentoring opportunities through the BHS Elementary Student Teacher Assistant (ESTA) program.  
**Responsibility:** Principal, Assistant Principal, Teachers  
**Resources:** ESTA program teacher  
**Timeline:** Each semester  
**Formative Evaluation:** Determine class assignments for ESTA students.  
**Summative Evaluation:** Elementary students mentored by high school ESTA students.

**Strategy (5):** Conduct parent conferences via phone or personal contact concerning academics, discipline, and positive news.  
**Responsibility:** Principal, Assistant Principal, Counselor, Teachers  
**Resources:** Local funds  
**Timeline:** All School Year  
**Formative Evaluation:** Phone Logs/Conference Documentation  
**Summative Evaluation:** Decrease in # of students failing and fewer discipline referrals  
**Title I: 5**

**CAMPUS GOAL:**           **III. O’Bryant Intermediate will encourage and provide opportunities for parental and community involvement in the educational process.**

**OBJECTIVE:**           **C. Promote and encourage parents and staff members to participate in the O’Bryant Intermediate School Parent/Teacher Organization (PTO).**

**Strategy (1):** Provide opportunities for parents and staff members to join the OBI PTO at Meet the Teacher, Open House, as well as information sent home with students at the beginning of the school year and posted on the campus website.  
**Responsibility:** Principal, Assistant Principal, PTO Officers  
**Resources:** PTO funds  
**Timeline:** August 2018, Continuous Through School Year  
**Formative Evaluation:** Membership Roster  
**Summative Evaluation:** Membership Roster  
**Title I: 5**

**Strategy (2):** Promote and recruit volunteers to assist the students/staff members through various activities throughout the school year.  
**Responsibility:** PTO, Principal, Assistant Principal  
**Resources:**  
**Timeline:** August 2018, Continuous Through School Year  
**Formative Evaluation:** Volunteer Roster and Logs  
**Summative Evaluation:** Volunteer Logs, Volunteers in place for activities  
**Title I: 5**

**CAMPUS GOAL:**           **IV. O’Bryant Intermediate will recruit and hire highly qualified teachers and appropriately certified teachers as required by TEA.**

**OBJECTIVE:**           **A. All teachers will attain complete certification and meet the requirements for the highly qualified standard and state certification.**

**ESEA GOALS: 3**

**Strategy (1):** Maintain and update all teacher personnel files for highly qualified compliance.  
**Responsibility:** Executive Director of Administration  
**Resources:** Office Administration office staff, Region VI  
**Timeline:** Each semester



**Formative Evaluation:** Conduct review of existing files.

**Summative Evaluation:** Personnel files are updated to meet NCLB compliance.

Title I: 3

**Strategy (2):** Attend teacher job fairs to recruit HQ teachers.

**Responsibility:** Principal, Executive Director of Administration

**Resources:** University job fairs, ESC VI

**Timeline:** Spring semester

**Formative Evaluation:** Select opportunities to attend job fairs.

**Summative Evaluation:** Attend job fairs to attract HQ teachers to BISD.

Title I: 6

**Strategy (3):** Update paraprofessional records for compliance with NCLB.

**Responsibility:** Executive Director of Administration, Executive Director of Special Programs, Principal

**Resources:** Office staff, ESC VI

**Timeline:** Each semester

**Formative Evaluation:** Conduct review of existing files.

**Summative Evaluation:** Records are updated to meet NCLB compliance.

Title I: 3

**Strategy (4):** Recruit and interview candidates for staff positions at O'Bryant Intermediate School that are highly-qualified and fully certified.

**Responsibility:** Principal, Executive Director of Administration

**Resources:** Applications submitted to BISD Central Office

**Timeline:** All School Year

**Formative Evaluation:** Candidates are highly-qualified and fully certified.

**Summative Evaluation:** All positions hired are highly-qualified and fully certified.

Title I: 3

**Strategy (5):** Encourage paraprofessionals to become certified classroom teachers.

**Responsibility:** Principal, Executive Director of Administration

**Resources:**

**Timeline:** All School Year

**Formative Evaluation:** Number of paraprofessionals enrolled in teacher preparation programs.

**Summative Evaluation:** Completion of teacher preparation and certification programs.

Title I: 6

**CAMPUS GOAL:** IV. O'Bryant Intermediate will recruit and hire highly qualified teachers as required by NCLB and appropriately certified teachers as required by TEA.

**OBJECTIVE:** B. All teachers and support personnel will participate in meaningful professional development based on campus and district needs.

**ESEA GOALS: 3**

**Strategy (1):** Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.

**Responsibility:** Executive Director of Administration, Executive Director of Special Programs, Principal

**Resources:** Principal, state/federal requirements, curriculum, AEIS data, Title IIA Funds , local funds

**Timeline:** August 2018, Summer 2019

**Formative Evaluation:** Input from individual campuses received; state/federal requirements determined.

**Summative Evaluation:** Professional development program developed based on needs assessment.

Title I: 4

**CAMPUS GOAL:** IV. O'Bryant Intermediate will recruit and hire highly qualified teachers and appropriately certified teachers as required by TEA.

**OBJECTIVE:** C. Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student population.

**ESEA GOALS: 3**

**Strategy (1):** Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity Laws.

**Responsibility:** Superintendent

**Resources:** US Equal Employment Opportunity Commission, TEA, Region VI

**Timeline:** June 2018

**Formative Evaluation:** All recruitment and application processes are reviewed for compliance.

**Summative Evaluation:** All recruitment and application processes continue to not discriminate according to applicable federal laws.

**Strategy (2):** Continue to make teachers aware of the State recertification requirement every five years.

**Responsibility:** Teachers

**Resources:** Executive Director of Administration, Principal

**Formative Evaluation:** Inform/remind teachers of SBEC requirement for recertification.

**Summative Evaluation:** Teachers must maintain their own personal documentation file for recertification purposes and apply for recertification as necessary.

**Title I: 3**

**CAMPUS GOAL:** V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.

**OBJECTIVE:** A. Provide a positive school culture and climate.

**ESEA GOALS: 4**

**Strategy (1):** Continue implementing the O'Bryant Intermediate School Safety Patrol Program.

**Responsibility:** Principals, Safety Patrol Coordinators

**Resources:** Local Funds, Local Rules/Regulations

**Timeline:** All School Year

**Formative Evaluation:** Safety Patrol Assignments

**Summative Evaluation:** Safe and Orderly Campus

**Strategy (2):** Provide a crossing guard at the intersection of O'Bryant and Mathews streets.

**Responsibility:** Principal, Superintendent

**Resources:** Local Funds

**Timeline:** All School Year

**Formative Evaluation:** Crossing guard in place every morning and afternoon.

**Summative Evaluation:** Crossing guard ensures safety of students.

**Strategy (3):** Continue emphasis on character development through the "Character Counts" Words of Wisdom program.

**Responsibility:** Principals, Counselor

**Resources:** Principals, counselors, teachers, character attributes

**Timeline:** Each semester

**Formative Evaluation:** Character attributes promoted throughout the school district.

**Summative Evaluation:** Character Counts identified attributes are emphasized with all students.

**Strategy (4):** Improve and expand drug awareness programs such as Red Ribbon Week activities.

**Responsibility:** Principals, Counselor, Teachers, PTO

**Resources:** Region VI, Health teachers, counselors, PTO

**Timeline:** October 2018

**Formative Evaluation:** Drug awareness programs are reviewed and expansion and improvements are planned.

**Summative Evaluation:** Drug awareness programs take place on each campus.

**Strategy (5):** Display school-wide expectations in classrooms and throughout building and reinforce appropriate choices throughout the school year.

**Responsibility:** Principal, Assistant Principal, PBIS Team

**Resources:** Printed rules

**Timeline:** All Year

**Formative Evaluation:** Monitor student behavior

**Summative Evaluation:** Report Card Conduct grades, # of Referrals & PEIMS End-of-year report

**Strategy (6):** Provide group and individual counseling for students.

**Responsibility:** Counselor

**Resources:** Local funds

**Timeline:** All year

**Formative Evaluation:** student participation in counseling

**Summative Evaluation:** Counseling log of student counseling sessions.

**Strategy (7):** Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.

**Responsibility:** Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers

**Resources:** Local funds

**Timeline:** 2018-19 School Year

**Formative Evaluation:** Behavior Documentation Data

**Summative Evaluation:** Improvement of student behavior, Increased student achievement

**Strategy (8):** In addition to all doors to the campus being locked at all times, Security cameras in and around the building and the security coded front door will be monitored regularly.

**Responsibility:** Principal, Assistant principal, Director of Technology

**Resources:** Local funds

**Timeline:** All School Year

**Formative Evaluation:** Number of violators reprimanded

**Summative Evaluation:** Number of accounts of vandalism on the campus

**Strategy (9):** Review and update crisis management plan & campus emergency procedures and perform regular drills.

**Responsibility:** Principal, Campus Crisis Management Committee

**Resources:** Original plan, ESC, Region VI, Executive Director of Administration

**Timeline:** August 2018, ongoing throughout the year

**Formative Evaluation:** Receiving plan from administration

**Summative Evaluation:** Committee meeting agenda and sign-in sheet

**CAMPUS GOAL:** V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.

**OBJECTIVE:** B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.

**ESEA GOALS: 4**

**Strategy (1):** Monitor student activity on campuses during school day with assistance from security cameras.

**Responsibility:** Campus administrators

**Resources:** Director of Technology, security cameras

**Timeline:** Each six weeks

**Formative Evaluation:** Complete installation of security cameras on all campuses.

**Summative Evaluation:** Monitor multiple areas on each campus with security cameras.

**Strategy (2):** Prevent bullying at school through an awareness campaign and use of online reporting tool.

**Responsibility:** Principal, Assistant Principal, Counselor, Executive Director of Special Programs

**Resources:** ESC VI, campus administrators

**Timeline:** Each semester

**Formative Evaluation:** Update campus bullying plans.

**Summative Evaluation:** Bullying awareness campaign is implemented.

**Strategy (3):** Address issues related to education about and prevention of dating violence as required by HB121.  
**Responsibility:** Executive Director of Administration, Executive Director of Special Programs, Campus Principals and Counselor  
**Resources:** Safe Dates Curriculum, ESC Region VI, Department of Family and Protective Services  
**Timeline:** Each semester  
**Formatted Evaluation:** State and locally developed reports considered  
**Summative Evaluation:** Fewer incidence of dating violence reported at end of school year.

**Strategy (5):** Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.  
**Responsibility:** Executive Director of Administration, Executive Director of Special Programs, Campus Principals and Counselor  
**Resources:** Local curriculum, ESC Region V Specialists, Department of Family and Protective Services  
**Timeline:** Each semester  
**Formatted Evaluation:** State and locally developed reports considered  
**Summative Evaluation:** Fewer incidence of sexual abuse reported at end of school year.

**Strategy (6):** Update the Campus Crisis Management Plan to be in accordance with the District Crisis Management Plan.  
**Responsibility:** Principals  
**Resources:** ESC VI, Executive Director of Administration  
**Timeline:** Each semester  
**Formative Evaluation:** Conduct review of current crisis management plans.  
**Summative Evaluation:** Update crisis management plans as necessary.

**CAMPUS GOAL:** V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.

**OBJECTIVE:** C. Discipline referrals will decrease 5% from the previous school year.

**ESEA GOALS: 4**

**Strategy (1):** Communicate the campus discipline plan to students and parents.  
**Responsibility:** Principal, Assistant Principal, Teacher  
**Resources:** Student Handbook, Student Code of Conduct, Assignment Books  
**Timeline:** August 2018; ongoing throughout the school year  
**Formative Evaluation:** Acknowledgement forms signed by parents and students; student assignment books signed daily.  
**Summative Evaluation:** Awareness; Improved communication resulting in a decrease of discipline referrals.

**Strategy (2):** Provide group and individual counseling for students.  
**Responsibility:** Counselor  
**Resources:** Local funds  
**Timeline:** All School Year  
**Formative Evaluation:** Student participation in counseling.  
**Summative Evaluation:** Decrease in the number of discipline referrals.

**Strategy (3):** Recognize students for good behavior through the PBIS Program.  
**Responsibility:** Principal, Assistant Principal, All Staff  
**Resources:** Local funds  
**Timeline:** All School Year  
**Formative Evaluation:** Tickets handed out; rewards given  
**Summative Evaluation:** Decrease in the number of discipline referrals.

**CAMPUS GOAL:** V. O'Bryant Intermediate will provide a safe, drug free, positive learning and teaching environment for students and staff members.

**OBJECTIVE:** D. O'Bryant Intermediate will provide an environment with high expectations that places emphasis on personal behavior and positive character development.

**ESEA GOALS: 4**

**Strategy (1):** Recognize and reward students for academic excellence.  
**Responsibility:** Principal, Assistant Principal, Teachers  
**Resources:** Local funds, local media  
**Timeline:** Each six weeks, All year awards at end of year assembly  
**Formative Evaluation:** Awards, certificates, newspaper honor roll articles.  
**Summative Evaluation:** Increased number of students achieving and being recognized.  
**Title I: 2**

**Strategy (2):** Recognize and reward students for good behavior.  
**Responsibility:** Principal, Assistant Principal, Counselor, Teachers  
**Resources:** Local Funds  
**Timeline:** Each six weeks  
**Formative Evaluation:** Awards, Certificates, PBIS Tickets  
**Summative Evaluation:** Increased number of students being recognized.

**Strategy (3):** Continue Daily Words of Wisdom through the Character Counts! Program  
**Responsibility:** Counselor, Principal, Assistant Principal  
**Resources:** Project Wisdom program materials, local funds  
**Timeline:** Daily, All School Year  
**Formative Evaluation:** Announced daily during morning announcements.  
**Summative Evaluation:** Improved student self-esteem and decision-making skills as well as fewer discipline referrals.

**Strategy (4):** Educate all students about Bullying and its effects on students.  
**Responsibility:** Counselor, Principal, Assistant Principal, All Staff Members Reinforce Daily  
**Resources:** Local Funds  
**Timeline:** All School Year  
**Formative Evaluation:** Hold an assembly about bullying.  
**Summative Evaluation:** # of bullying referrals to counselor, teachers, or principal.

**Strategy (5):** Expose all students to the Character Education and PBIS Program.  
**Responsibility:** Principals, Counselor, All Staff Members Reinforce Daily  
**Resources:** Local Funds  
**Timeline:** All School Year  
**Formative Evaluation:** Presentations to each grade level once every six weeks.  
**Summative Evaluation:** Number of tickets given out for following expectations.

**Strategy (6):** Provide activities during Red Ribbon Week.  
**Responsibility:** Principal, Assistant Principal, PTO, Counselor  
**Resources:** PTO funds, community speakers  
**Timeline:** October 2018  
**Formative Evaluation:** Agenda of activities planned.  
**Summative Evaluation:** Student awareness about drugs.

**CAMPUS GOAL:** VI. O'Bryant Intermediate will strive to successfully graduate 100% of its students from high school.

**OBJECTIVE:** A. O'Bryant Intermediate will achieve a drop-out rate of less than 2.0% and an attendance rate of 96%.

#### **ESEA GOALS: 5**

**Strategy (1):** Promote daily attendance by recognizing and rewarding students for perfect attendance.  
**Responsibility:** Principal, Assistant Principal, Teachers  
**Resources:** Local Funds  
**Timeline:** Each six weeks  
**Formative Evaluation:** Lists for each six weeks on file.  
**Summative Evaluation:** Rewards/recognition given for every six weeks, semester, and all year.

**Strategy (2):** Communication to parents when the student demonstrates absence tendencies.  
**Responsibility:** Principal, Assistant Principal  
**Resources:** Campus PEIMS clerk, teachers, parents, students  
**Timeline:** Each six weeks  
**Formative Evaluation:** Monitor individual student absences.  
**Summative Evaluation:** Contact made with the student and parent to address issues related to excessive absences.  
**Title I: 5**

**Strategy (3):** Provide PEIMS absence data to campus administration on weekly basis.  
**Responsibility:** Principal, Campus PEIMS clerk  
**Resources:** Campus PEIMS data  
**Timeline:** Each week  
**Formative Evaluation:** Absence data provided to campus principal.  
**Summative Evaluation:** Action taken to address each individual school absence issue.

**Strategy (4):** Review of all DAEP placements by Central Administration Level committee.  
**Responsibility:** Deputy Superintendent, Executive Director of Special Programs, Principal  
**Resources:** District PEIMS Coordinator, Referral Forms, PEIMS Data Standards  
**Timeline:** Each six weeks  
**Formative Evaluation:** Meetings are scheduled and held by central administrators.  
**Summative Evaluation:** Indicators on the Data Validation Monitoring for discipline are met.

**Strategy (5):** Increase follow-up activities when students return to home campuses in order to deter return to DAEP.  
**Responsibility:** Principal, Assistant Principal, counselor  
**Resources:** Spicer Assignment Information form  
**Timeline:** Each six weeks  
**Formative Evaluation:** Follow-up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview.  
**Summative Evaluation:** Follow-up activities are documented as complete on the Spicer Assignment Information form.

**CAMPUS GOAL:** VII. O'Bryant Intermediate will promote participation in extra-curricular academic competition.

**OBJECTIVE:** A. Recruit and increase student participation in UIL Academic Contests.

**Strategy (1):** Recruit students and provide time during the school day as well as before and/or after school for academic coaches to meet periodically with their UIL students.  
**Responsibility:** Principal, Assistant Principal  
**Resources:** Campus UIL Coordinator, academic coaches  
**Timeline:** Each semester  
**Formative Evaluation:** Schedule of student participation in each event.  
**Summative Evaluation:** Time provided for academic coaches to meet with their students.

**Strategy (2):** Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic contests.  
**Responsibility:** Principal, Assistant Principal  
**Resources:** Campus UIL Coordinator, academic coaches  
**Timeline:** Fall semester  
**Formative Evaluation:** Consider materials and equipment needed for UIL academic contests.  
**Summative Evaluation:** Purchase the necessary materials and equipment for UIL academic contests.

## RtI Data



Print Date: 5/8/2018 Pg. 1 of 1

Report: Group Tier Transition  
 School: O'Bryant Intermediate  
 Grade: 4  
 Battery: Reading  
 School Year: 2017-2018

Tier 1 ■ Tier 2 ■ Tier 3 ■

### Tier Transition Summary



### Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition						
Fall		Winter Tier for Fall Students		Winter		Spring Tier for Winter Students		Fall		Spring Tier for Fall Students				
Tier	N (%)	<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>	Tier	N (%)	<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>	Tier	N (%)	<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>
<span style="color: red;">■</span>	34 (25)	23	8	3	<span style="color: red;">■</span>	33 (23)	14	3	13	<span style="color: red;">■</span>	34 (25)	13	6	13
<span style="color: yellow;">■</span>	41 (30)	9	17	14	<span style="color: yellow;">■</span>	31 (22)	2	5	23	<span style="color: yellow;">■</span>	41 (30)	3	3	31
<span style="color: green;">■</span>	63 (46)	1	6	56	<span style="color: green;">■</span>	77 (55)	1	1	72	<span style="color: green;">■</span>	63 (46)	1		62
	138	33	31	73		141	17	9	108		138	17	9	106

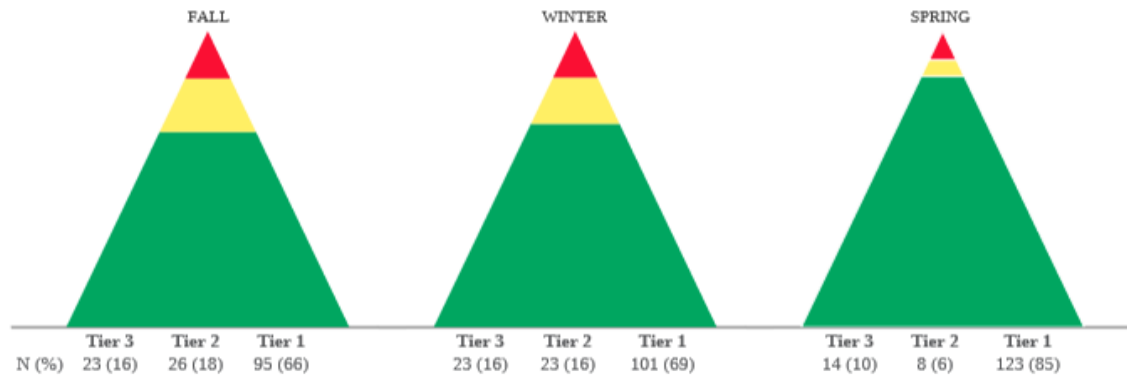
### Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
<span style="color: red;">■</span>	0.55	29	1.4	47	1.08	50
<span style="color: yellow;">■</span>	0.48	36	0.95	50	0.63	47
<span style="color: green;">■</span>	1.82	67	0.64	56	1.13	65
	0.95	44	1	50	0.95	53

Report: Group Tier Transition School: O'Bryant Intermediate Grade: 5 Battery: Reading School Year: 2017-2018

Tier 1 ■ Tier 2 ■ Tier 3 ■

**Tier Transition Summary**



**Transition Details**

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition						
Fall		Winter Tier for Fall Students			Winter		Spring Tier for Winter Students			Fall		Spring Tier for Fall Students		
Tier	N (%)	<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>	Tier	N (%)	<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>	Tier	N (%)	<span style="color: red;">■</span>	<span style="color: yellow;">■</span>	<span style="color: green;">■</span>
<span style="color: red;">■</span>	23 (16)	19	2	2	<span style="color: red;">■</span>	23 (16)	10	5	6	<span style="color: red;">■</span>	23 (16)	10	5	6
<span style="color: yellow;">■</span>	26 (18)	4	13	9	<span style="color: yellow;">■</span>	23 (16)	2	3	18	<span style="color: yellow;">■</span>	26 (18)	2	2	22
<span style="color: green;">■</span>	95 (66)		8	85	<span style="color: green;">■</span>	101 (69)	2		98	<span style="color: green;">■</span>	95 (66)	1	1	91
	144	23	23	96		147	14	8	122		144	13	8	119

**Tier Transition Growth**

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
<span style="color: red;">■</span>	-0.27	27	1.5	47	0.76	35
<span style="color: yellow;">■</span>	-0.46	37	1.02	57	0.43	
<span style="color: green;">■</span>	1.48	63	0.66	59	1.03	74
	0.25	42	1.06	54	0.74	36