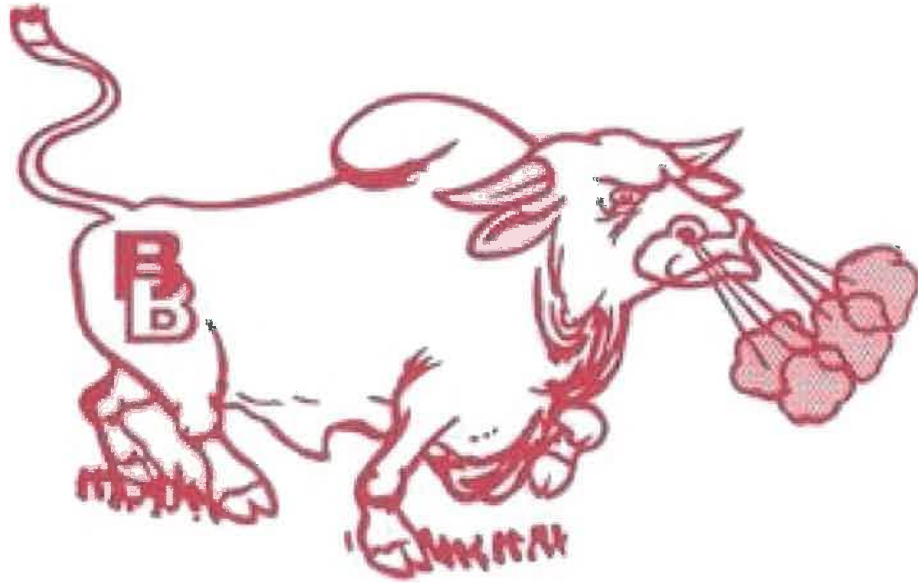


*O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2019-2020*



*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
Campus Goal I .....	15
Campus Goal II .....	17
Campus Goal III .....	20
Campus Goal IV.....	22
Campus Goal V .....	23
Campus Goal VI .....	27
Campus Goal VII .....	27
Appendix A, RTI Data .....	29
Appendix B, Title I, Part A Expenditures.....	32

BELLVILLE INDEPENDENT SCHOOL DISTRICT  
O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS PLANNING COMMITTEE 2019-2020

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 2019-2020 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 State Accountability Goals as defined by TEA and Federal Accountability Goals 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:**

Shirley Biehunko  
Sandy Newman  
Annette Vincik

**PARENTS:**

Anna Akins  
Summer Cannon

**COMMUNITY/BUSINESS REPRESENTATIVE:**

**PARAPROFESSIONAL:**

Julie Sitzman

**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 2019**

**Demographics**

Enrollment: 296 students

Grade 4: 159 54%

Grade 5: 137 46%

Ethnic Distribution	#	%
African American	30	10
Hispanic	118	40
White	142	48
American Indian/Alaskan	2	0.7
Two or More	4	1

Student Group Representation	#	%
Economically Disadvantaged	164	55
Limited English Proficient (LEP)	35	12
At-Risk	138	47
Migrants	0	0
Gifted and Talented Education	21	7
Special Education	38	13
ESL	35	12
Male	156	53
Female	140	47

Sources: PEIMS Data, Fall Collection

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 2018-19 O'Bryant Intermediate School had weaknesses in the areas of fourth grade writing and math as well as fifth grade science. We will continue to implement our Response to Intervention (RTI) Program in Reading for the 2019-20 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. In regards to fifth grade science, we will continue to build 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. We will continue to focus and build upon our gains in fourth grade reading, as well as fifth grade reading and math.

STAAR

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

Fourth Grade	Reading			Math			Writing		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Groups Tested:	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	70	66	72	76	71	66	60	50	59
African American	35	25	31	41	25	38	18	6	23
Hispanic	71	46	68	83	60	59	51	39	51
White	78	88	85	80	88	79	75	66	74
Econ. Disadv.	58	46	65	70	61	55	45	31	46
Special Education	25	30	30	79	18	35	21	27	15
LEP	38	43	52	35	50	39	18	6	26

### Fourth Grade Reading Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Understanding/Analysis Across Genres	74	63	71
2: Understanding/Analysis of Literary Texts	67	67	61
3: Understanding/Analysis of information Text	63	64	63

### Fourth Grade Math Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Numerical representations and relationships	73	66	66
2: Computations and algebraic relationships	61	64	57
3: Geometry and measurement	63	62	59
4: Data Analysis and personal financial literacy	64	57	64

### Fourth Grade Writing Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Composition	44	43	41
2: Revision	65	51	61
3: Editing	63	64	65

## STAAR Three Year Comparison at New Indicators

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	70	50	32
2018	66	44	20
2019	72	42	17

Math Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	76	43	26
2018	71	41	21
2019	66	44	17

Writing Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	60	31	16
2018	50	32	6
2019	59	28	9

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

Fifth Grade Groups Tested:	Reading			Math			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	73	76	76	78	84	81	56	68	60
African American	43	44	57	43	56	57	29	38	29
Hispanic	57	69	68	67	89	70	44	57	43
White	88	85	85	90	88	93	68	77	76
Econ. Disadv.	57	66	61	66	78	69	48	57	40
Special Education	33	38	24	10	42	48	20	29	18
LEP	33	46	50	40	82	42	20	27	25

**Fifth Grade Reading Additional Objective Data:**

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Understanding/Analysis Across Genres	70	72	78
2: Understanding/Analysis of Literary Texts	68	70	70
3: Understanding/Analysis of information Text	69	67	68



Fifth Grade Math Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Numerical Representations and Relationships	67	64	76
2: Computations and Algebraic Relationships	63	68	69
3: Geometry and Measurement	64	67	58
4: Data Analysis and Personal financial literacy	62	67	64

Fifth Grade Science Additional Objective Data:

Objectives Tested:	2017 Avg. % Correct	2018 Avg. % Correct	2019 Avg. % Correct
1: Matter and Energy	57	70	63
2: Force, Motion, and Energy	56	69	66
3: Earth and Space	64	64	63
4: Organisms and Environments	55	65	72

**STAAR Three Year Comparison at New Indicators**

<b>Reading Data</b>	<b>% Approaches Grade Level</b>	<b>% Meets Grade Level</b>	<b>% Masters Grade Level</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>2019</b>	<b>76</b>	<b>48</b>	<b>30</b>

<b>Math Data</b>	<b>% Approaches Grade Level</b>	<b>% Meets Grade Level</b>	<b>% Masters Grade Level</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>2019</b>	<b>81</b>	<b>50</b>	<b>30</b>

<b>Science Data</b>	<b>% Approaches Grade Level</b>	<b>% Meets Grade Level</b>	<b>% Masters Grade Level</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>
<b>2019</b>	<b>60</b>	<b>43</b>	<b>24</b>

## TELPAS

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

### 2016-17 Data

Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
4	15	11	4	29	14	57	0
5	15	10	5	0	13	47	40

### 2017-18 Data

Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
4	15			0	20	73	7
5	13			8	23	38	31

### 2018-19 Data

Grade	# students	M	F	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %
4	23	14	9	4	43	39	13
5	12	6	6	8	25	67	0

The TELPAS data shows that we continue to have some weaknesses in reading with these students. Again, utilizing the Response to Intervention (RTI) Program in Reading with tiered interventions as well as ESL tutorials for these students is beneficial.

### AIMSweb (RTI data)

See Appendix A

### Attendance Rate

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

2016-17	2017-18	2018-19
96.8%	96.5%	97.0%

### Retention Rate

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

Grade	2018-19	2017-18	2016-17
4	0	1	1
5	0	0	1

Data Sources: Eduphoria, PEIMS data

## **Program Effectiveness**

### Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2019-20 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 in effective strategies for both behavior and academics. Based on STAAR data, special education students tend to struggle on state assessments. We will continue to target individualized student academic needs. Identified students with severe behaviors (emotionally disturbed and autistic) continue to grow, so by implementing a more rigorous RtI behavior intervention program (PBIS and RISE) and working with our District behavioral specialist, OBP can ensure our educational environments are conducive to learning. Grade levels with large amount of low level learners will receive additional support and resources for instruction and solutions on how to improve educating these students in a more proficient manner.

### 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. 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 2018-19 STAAR data, ELL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through RTI. Teachers and/or paraprofessionals will also provide additional classroom support/strategies to help them be successful in core academic subjects.

### 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 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 and paraprofessionals 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

State compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for OBI, after-school tutorials, and Summer School 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 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. 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. Our ESL

aides provide support to our newcomers in core content areas and help our LEP students with academic needs and support through tutorials.

### 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 there is a School Resource Officer on campus daily. We added the WATCH D.O.G.S. Program in 2018-19 and will continue the program. Bullying Prevention procedures are in place through our character education program, are constantly addressed by classroom teachers, and our district and campus website have an online reporting tool for bullying and safety concerns. Students volunteer and are trained to assist staff members on the sidewalks and car line on Safety Patrol duty.

### Homeless

During the 2018-19 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 will have two trained Dyslexia Specialists to provide prescriptive, intense interventions on identified students for dyslexia and dysgraphia for the 2019-20 school year. Students are referred and tested to qualify for the dyslexia and/or dysgraphia 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. The teachers have access to four chromebook carts to utilize in the classroom. 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 System to ensure the curriculum they are teaching is aligned with the state TEKS. In 2018-19 we added the TEKSGuide component to help teachers with the curriculum. The majority of our teachers are ESL certified or in progress to obtain their ESL certification during the 2019-2020 school year. 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 3 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 BISD 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 parent and family engagement policy), ESL FIESTA meetings every six weeks, the WATCH D.O.G.S. program, 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 parent and family engagement policy is evaluated at the end of the school year in a survey sent home to parents. OBI has set up a remind account for parents to receive texts to their cell phones from the school.

## **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. Our school assemblies are also open to the public and we strongly encourage community support through attendance with other activities throughout the year.

**O'BRYANT INTERMEDIATE SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2019-2020**

**CAMPUS GOAL:** I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals 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 meet federal accountability requirements.

**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 results meet federal/state standards

**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

**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 skills will be considered for the district elementary summer school session.

**Responsibility:** Principal, Assistant Principal

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

**Timeline:** May/June 2020

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

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

**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

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

**Responsibility:** Principal, Assistant Principal

**Resources:** Executive Director of Special Programs, Executive Director of Administration, teachers, paraprofessionals, 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.

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

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

**Timeline:** Each semester

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

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

**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.

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

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

**Resources:** Executive Director of Administration, 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

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

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

**Resources:** Executive Director of Administration, Region VI

**Timeline:** Each six weeks

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

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

**CAMPUS GOAL:** I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals 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:** Executive Director of Administration, 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.

**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.

**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.

**Strategy (4):** Continue to expand technology capacity (where possible) to enhance student learning.

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

**Resources:** Director of Technology, Technology Instructional Specialist, District Technology Committee

**Timeline:** 2019- S0chool Year

**Formative Evaluation:** Technology needs are identified by Technology committee and funds are reserved for expanding technology capacity.

**Summative Evaluation:** Students become more proficient in technology and state assessment results meet standards

**CAMPUS GOAL:** I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals 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 career awareness activities.

**Responsibility:** Principal, Assistant Principal, counselor

**Resources:** local funds, parent/community representatives

**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, Assistant Principal, teachers, Director of Special Education

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

**Timeline:** Each six weeks

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

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

**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, Behavior Intervention Teacher

**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.

**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, LSSP, Behavior Intervention Teacher, Behavior Specialist

**Timeline:** 2019-20 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 2019

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

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

**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:** 2019-20 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.

**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.

**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 participating in RTI interventions

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

**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, Behavior Intervention Teacher

**Resources:** Local funds, LSSP, Behavior Specialist

**Timeline:** 2019-20 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 RTI interventions

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

**Resources:** Title IA funds

**Timeline:** 2019-20 School Year

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

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

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

**Responsibility:** Executive Director of Special Programs

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

**Timeline:** August 2019

**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.

**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 2019

**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.

**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 2019

**Formative Evaluation:** Orientation is developed.

**Summative Evaluation:** New teachers are provided orientation at the New Staff Orientation.

**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

**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):** Initiate career awareness activities and invite local business and community members.

**Responsibility:** Counselor, Principal, Assistant Principal

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

**Timeline:** Spring semester

**Formative Evaluation:** Sign-In Sheets

**Summative Evaluation:** Schedule of activities

**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.

**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.

**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

**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 2019, Continuous Through School Year

**Formative Evaluation:** Membership Roster

**Summative Evaluation:** Membership Roster

**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:** PTO, media for recruitment, flyers/handouts, volunteer calls/emails

**Timeline:** August 2019, Continuous Through School Year

**Formative Evaluation:** Volunteer Roster and Logs

**Summative Evaluation:** Volunteer Logs, Volunteers in place for activities

**Strategy (3):** Implement WATCH D.O.G.S Program on campus.

**Responsibility:** PTO, Principal, Assistant Principal

**Resources:** Safe and Drug Free funds

**Timeline:** August 2019, Continuous Through School Year

**Formative Evaluation:** Volunteer Roster and Logs

**Summative Evaluation:** Volunteer Logs, Volunteers in place as often as possible

**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, Principal, Assistant Principal

**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 compliance.

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

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

**Resources:** Job Fairs, ESC VI

**Timeline:** Spring semester, June 2019

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

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

**Strategy (3):** Update paraprofessional records for compliance

**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 compliance.

**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, Assistant Principal

**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.

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

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

**Resources:** Educator Preparation Programs

**Timeline:** All School Year

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

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

**CAMPUS GOAL:** IV. O’Bryant Intermediate will recruit and hire highly qualified teachers 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, state assessment data, Title IIA Funds , local funds  
**Timeline:** August 2019, Summer 2020  
**Formative Evaluation:** Input from individual campuses received; state/federal requirements determined.  
**Summative Evaluation:** Professional development program developed based on needs assessment.

**Strategy (2):** Continue to make teachers aware of TEA recertification requirements every five years.

**Responsibility:** Teachers

**Resources:** ESC VI, TEA, Executive Director of Administration, Principal

**Timeline:** School Year

**Formative Evaluation:** Inform, remind teachers of SBEC requirements for recertification.

**Summative Evaluation:** Teachers keep their own personnel documentation file and reapply for recertification as necessary.

**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):** Recruit and interview teachers and staff who are reflective of the diverse student population.

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

**Resources:** Applications submitted

**Timeline:** All Year

**Formative Evaluation:** Diverse candidates reflective of OBI’s student population are interviewed for available positions.

**Summative Evaluation:** Diverse candidates reflective of OBI’s student population are hired for available positions.

**Strategy (1):** District personnel to attend job fairs in search of teachers who are reflective of the diverse student population.

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

**Resources:** Job Fairs

**Timeline:** All Year

**Formative Evaluation:** Number of recruited personnel

**Summative Evaluation:** Number of personnel hired

**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 2019

**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:** School Year

**Formative Evaluation:** Behavior Documentation Data

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

**Strategy (8):** The campus will have a School Resource Officer daily who will monitor security cameras in and around the building as well as patrol the school area throughout the day.

**Responsibility:** Principal, Assistant principal, Director of Technology (cameras)

**Resources:** Local funds

**Timeline:** All School Year

**Formative Evaluation:** SRO visible daily

**Summative Evaluation:** SRO schedule

**Strategy (9):** Review and update crisis management plan & campus emergency procedures, train staff and students, and perform regular drills according to the ALICE protocol.

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

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

**Timeline:** August 2019, ongoing throughout the year

**Formative Evaluation:** Receiving plan from administration, drills

**Summative Evaluation:** Committee meeting agenda and sign-in sheets, drill logs

**Strategy (10):** Educate students about bullying and its effects on students and provide an online reporting tool.

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

**Resources:** local funds, Character curriculum, Stay Alert online reporting tool



**Timeline:** School Year

**Formative Evaluation:** Character lessons taught, number of reports

**Summative Evaluation:** Number of discipline and bullying referrals at the end of the year

**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 School Resource Officers and security cameras.

**Responsibility:** Campus administrators, SROs

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

**Timeline:** Daily

**Formative Evaluation:** Complete installation of security cameras and SRO visibility

**Summative Evaluation:** Monitor multiple areas on each campus

**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):** 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 (4):** 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 2019; 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.

**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 2019  
**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.

**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 2017-18

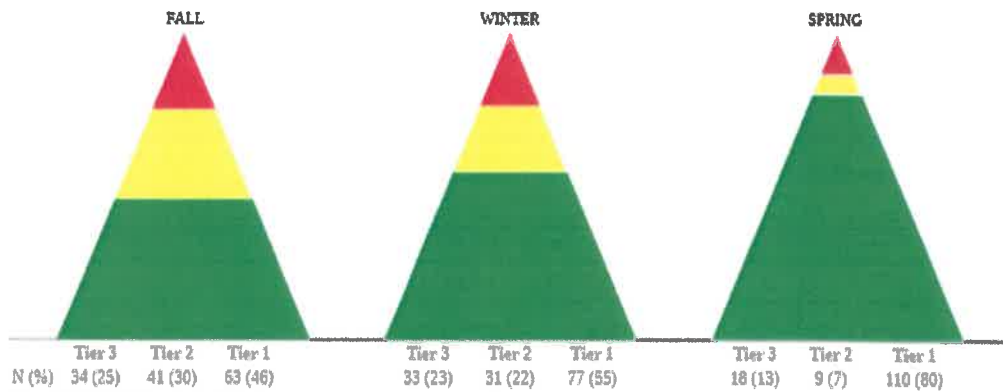


Print Date: 5/8/2018 Pg. 1 of 1

Report: Group Tier Transition School: O'Bryen Intermediate Grade: 4 History: 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 (%)	Tier 3	Tier 2	Tier 1	Tier N (%)	Tier 3	Tier 2	Tier 1	Tier N (%)	Tier 3	Tier 2	Tier 1
34 (25)	23	8	3	33 (23)	14	3	13	34 (25)	13	6	13
41 (30)	9	17	14	31 (22)	2	5	23	41 (30)	3	3	31
63 (46)	1	6	56	77 (55)	1	1	72	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
Tier 3	0.55	29	1.4	47	1.06	50
Tier 2	0.48	36	0.95	50	0.63	47
Tier 1	1.02	67	0.64	56	1.13	65
Average	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

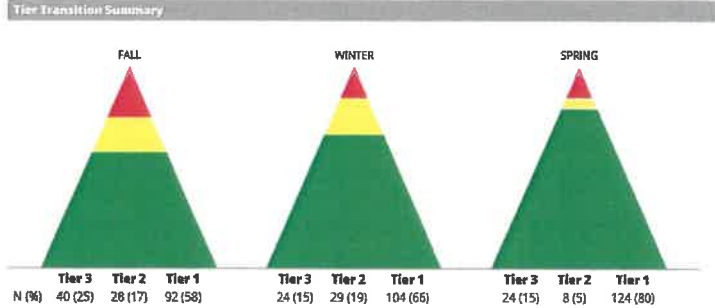
Tier Transition Growth

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	0.78	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

# RtI Data 2018-19



**Report** Group Tier Transition    
 **School** O'Bryant Intermediate    
 **Grade** 4    
 **Battery** Reading    
 **School Year** 2018-2019  
 Tier: ■ Low Risk    ■ Moderate Risk    ■ High Risk



**Transition Details**

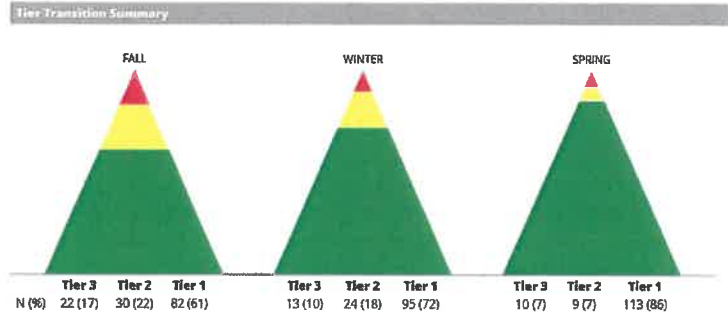
Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall Tier N (%)	Winter Tier for Fall Students			Winter Tier N (%)	Spring Tier for Winter Students			Fall Tier N (%)	Spring Tier for Fall Students		
40 (25)	19	14	4	24 (15)	18	2	3	40 (25)	20	4	12
28 (18)	1	11	15	29 (19)	4	5	20	28 (18)	1	2	24
92 (57)	2	4	84	104 (66)	2	1	101	92 (57)	1	2	87
160	22	29	103	157	24	8	124	160	22	8	123

**Tier Transition Growth**



Print Date: 05/01/2019 Pg. 1 of 1

**Report** Group Tier Transition    
 **School** O'Bryant Intermediate    
 **Grade** 5    
 **Battery** Reading    
 **School Year** 2018-2019  
 Tier: ■ Low Risk    ■ Moderate Risk    ■ High Risk



**Transition Details**

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall Tier N (%)	Winter Tier for Fall Students			Winter Tier N (%)	Spring Tier for Winter Students			Fall Tier N (%)	Spring Tier for Fall Students		
22 (17)	7	9	4	13 (10)	6	2	4	22 (17)	7	5	7
30 (22)	5	11	13	24 (18)	4	4	16	30 (22)	2	4	23
82 (61)	1	3	77	95 (72)	3	3	92	82 (61)	1	2	80
134	13	25	94	132	10	9	112	134	10	9	110

**Tier Transition Growth**

Appendix B  
Title I, Part A Expenditures

OBI Total \$147,754.00

OBI RTI Teachers, Paras, and Substitutes.....	\$125,556.00
OBI Portion of Elementary Summer School.....	\$3,900.00
OBI Portion of PBIS (RISE) Teacher.....	\$27,891.00
OBI Tutor.....	\$1,200.00