

Bryan Independent School District
Sam Rayburn Intermediate School
2018-2019 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

Comprehensive Needs Assessment

Needs Assessment Overview

We completed the comprehensive needs assessment with the tools provided to us by the district. During summative evaluations and surveys, this information was shared with the leadership team and parent, community, and partnering constituents and additional feedback was gathered. Additional information that was examined included: STAAR Benchmarks, Unit Tests, STAAR Data, TPRI, DRA, discipline data, State and Federal Accountability Targets, parent/student surveys, eSchool reports; attendance, discipline, demographics, State Standards, BISD curriculum and RtI information.

Our greatest area of need for the 2018-2019 school year will be to focus on closing the achievement gap for our economically disadvantaged and at-risk students in the areas of R/ELA and Math and focusing on growth in all grade levels and in all subjects. We will focus on increasing the rigor and advanced academic offerings for students. We will also strive to implement fidelity with Guided Reading in the advanced grades.

Prioritized Needs

Reading - 6th Grade

Science - 5th Grade

Our goal is that all students will be successful at fulfilling their potential academically. We will continue to implement the RTI model using tier 1, 2 and 3 interventions for reading, science, and math for our students performing both below and above expectations. Tiered interventions will be provided at the classroom level under the supervision of the classroom teacher, being the most highly qualified. Imbedded classroom interventions, utilizing Istation and Imagine Math will continue to be used. Extended instructional minutes and interventions will be provided for students in the lowest 20%. These students will be identified through the use of universal screener data and previous performance on state assessments, and be assigned through RtI Team Meetings. Data meetings will be conducted as assessment occurs.

Teachers will receive continuous job embedded professional development through the implementation of instructional coaches on the use of best practices, effective questioning, and strategies to increase active cognitive student engagement and rigor. Instructional coaches will collaborate with teachers as needed to develop individual action plans, and all teachers will set goals throughout the year. Professional learning communities will be conducted in both horizontal and vertical configurations.

Students will set goals to track their progress each six weeks.

Staff will receive professional development on serving our most at risk students. As a school we will utilize the book study *The Leader in Me*.

At Rayburn, we recognize the importance of implementing a school wide positive behavior support system. In 2018-2019, the campus will continue to implement CHAMPS, Capturing Kids Hearts and implement student goal setting.

Student Academic Achievement

Student Academic Achievement Summary

April 2018 STAAR Mathematics, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	573	21.39	1575.78	59.40%	70.33%	38.74%	15.36%
Economic Disadvantage	408	20.14	1554.06	55.92%	65.20%	30.39%	11.03%
American Indian/Alaskan Native	2	22.5	1599	62.50%	50%	50%	50%
Black/African American	124	17.58	1511.78	48.81%	50%	13.71%	7.26%
Hispanic	268	21.8	1582.15	60.51%	73.88%	42.54%	15.30%
Two or More Races	14	19.07	1538.71	53%	57.14%	14.29%	14.29%
White	165	23.79	1616.4	66.05%	81.21%	53.33%	21.21%
Female	251	20.86	1564.31	57.91%	70.12%	35.06%	12.35%
Male	322	21.81	1584.73	60.56%	70.50%	41.61%	17.70%
First Year of Monitoring	22	26	1646.95	72.27%	100%	59.09%	27.27%
LEP	67	21.12	1572.1	58.60%	71.64%	43.28%	11.94%
Second Year of Monitoring	10	26.1	1681.1	72.50%	80%	60%	40%
Special Ed Indicator	51	13.35	1445.2	37.08%	23.53%	1.96%	0%
May 2018 STAAR Mathematics, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	155	15.09	1471.94	41.89%	38.71%	3.23%	0%
Economic Disadvantage	127	14.57	1464.24	40.43%	33.86%	1.57%	0%
American Indian/Alaskan Native	1	17	1500	47%	100%	0%	0%
Black/African American	56	14.07	1456.45	39.07%	32.14%	1.79%	0%
Hispanic	60	15.23	1474.25	42.30%	36.67%	0%	0%
Two or More Races	6	14	1458	38.83%	16.67%	0%	0%
White	32	16.75	1496.47	46.47%	56.25%	12.50%	0%

Female	72	15.19	1474.68	42.14%	38.89%	1.39%	0%
Male	83	15	1469.57	41.67%	38.55%	4.82%	0%
LEP	15	14.87	1467.33	41.27%	40%	0%	0%
Second Year of Monitoring	2	14	1460	39%	0%	0%	0%
Special Ed Indicator	21	13.43	1445.05	37.33%	33.33%	0%	0%

April 2018 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	573	24.49	1540.43	64.43%	69.81%	40.14%	17%
Economic Disadvantage	408	22.8	1511.52	60.00%	60.78%	31.62%	10%
American Indian/Alaskan Native	2	19	1446.5	50%	50%	0%	0%
Black/African American	124	20.52	1477.64	53.99%	45.97%	17.74%	10%
Hispanic	268	24.42	1536.78	64.24%	72.01%	39%	12%
Two or More Races	14	23.5	1542.29	61.79%	57.14%	36%	29%
White	165	27.73	1594.52	72.98%	85.45%	59.39%	28%
Female	251	24.43	1535.96	64.30%	70.12%	38.65%	16%
Male	322	24.52	1543.91	64.53%	69.57%	41.30%	17%
First Year of Monitoring	22	27.55	1573.45	72.50%	95%	55%	5%
LEP	67	22.6	1505.22	59%	60%	27%	10%
Second Year of Monitoring	10	31	1676.8	81.50%	100.00%	70%	50%
Special Ed Indicator	51	15.92	1405.86	41.86%	27.45%	7.84%	1.96%

May 2018 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	157	16.87	1399.1	44.38%	21.02%	3.18%	1.27%
Economic Disadvantage	144	16.66	1394.86	43.83%	20.83%	2.08%	0.69%
American Indian/Alaskan Native	1	12	1331	32%	0%	0%	0%
Black/African American	61	16.38	1389.9	43.10%	24.59%	1.64%	0%
Hispanic	64	16.31	1390.14	42.91%	14.06%	0%	0%
Two or More Races	6	20.33	1445.83	53.67%	50%	0%	0%
White	25	18.84	1436	49.52%	24%	16%	8%

Female	73	17.82	1412	46.88%	23.29%	2.74%	1.37%
Male	84	16.04	1387.89	42.20%	19.05%	3.57%	1.19%
First Year of Monitoring	1	18	1415	47%	0%	0%	0%
LEP	23	16.57	1391.43	43.61%	21.74%	0%	0%
Special Ed Indicator	19	12.95	1339.05	33.95%	5.26%	0%	0%
May 2018 STAAR Science, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	574	23.8	3756.95	66.10%	70.21%	32.75%	11.32%
Economic Disadvantage	409	22.51	3661.41	62.52%	63.08%	24.69%	6.85%
American Indian/Alaskan Native	2	21.5	3591.5	60%	50%	50%	0%
Black/African American	124	20.48	3518.42	56.90%	47.58%	12.90%	3.23%
Hispanic	268	23.59	3735.1	65.52%	69.78%	28.73%	9.33%
Two or More Races	14	23.93	3766.43	66.50%	71.43%	35.71%	14.29%
White	166	26.62	3971.6	73.96%	87.95%	53.61%	20.48%
Female	253	23.03	3699.77	63.96%	66.01%	25.69%	7.51%
Male	321	24.4	3802.02	67.79%	73.52%	38.32%	14.33%
First Year of Monitoring	22	25.95	3883.64	72.14%	90.91%	31.82%	13.64%
LEP	67	21.54	3590.79	59.78%	59.70%	16.42%	4.48%
Second Year of Monitoring	10	28	4072	77.90%	100%	60%	40%
Special Ed Indicator	51	16.31	3258	45.29%	21.57%	5.88%	1.96%

	May 2018 STAAR Mathematics, Grade 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	570	19.13	1613.06	50.36%	70.18%	32.81%	13.33%

Economic Disadvantage	390	17.58	1591.67	46.27%	63.59%	24.36%	9.74%
American Indian/Alaskan Native	2	23	1663	60.50%	100%	50%	50%
Black/African American	117	15.57	1563.68	41%	53.85%	13.68%	5.13%
Hispanic	273	18.68	1604.82	49.17%	68.86%	31.14%	10.62%
Native Hawaiian/Pacific Islander	1	15	1554	39%	100%	0%	0%
Two or More Races	18	21.67	1657.56	57.06%	72.22%	38.89%	27.78%
White	159	22.21	1658.25	58.46%	83.65%	49.06%	22.01%
Female	271	18.75	1604.88	49.35%	70.48%	30.26%	11.44%
Male	299	19.47	1620.47	51.27%	69.90%	35.12%	15.05%
First Year of Monitoring	32	23.88	1674.34	62.81%	87.50%	65.62%	12.50%
LEP	61	18.13	1597.8	47.70%	65.57%	27.87%	8.20%
Second Year of Monitoring	7	22.57	1657.57	59.43%	71.43%	57.14%	42.86%
Special Ed Indicator	64	14.84	1555.2	39.14%	50%	12.50%	7.81%
May 2018 STAAR Reading, Grade 6							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
Sam Rayburn Intermediate School	570	23.85	1541.09	59.87%	56.84%	24.21%	10.35%
Economic Disadvantage	390	22.45	1520.02	56.37%	49.74%	17.95%	7.44%
American Indian/Alaskan Native	2	30.5	1658	76.50%	100%	50%	50%
Black/African American	117	20.3	1487.65	50.98%	35.04%	11.11%	2.56%

Hispanic	273	23.99	1542.31	60.22%	59.34%	23.08%	9.52%
Native Hawaiian/Pacific Islander	1	34	1692	85%	100%	100%	0%
Two or More Races	18	22.11	1516.78	55.50%	50%	16.67%	11.11%
White	159	26.28	1578.67	65.95%	68.55%	35.85%	16.98%
Female	271	25.26	1562.31	63.37%	61.99%	28.41%	13.28%
Male	299	22.57	1521.87	56.70%	52.17%	20.40%	7.69%
First Year of Monitoring	32	29.72	1628.28	74.50%	87.50%	50%	21.88%
LEP	61	22.36	1515.07	56.13%	50.82%	13.11%	1.64%
Second Year of Monitoring	7	29	1632.86	72.86%	100%	28.57%	28.57%
Special Ed Indicator	64	16.53	1435.38	41.63%	21.88%	9.38%	3.12%

Student Academic Achievement Strengths

5th Grade Math proved an academic strength for our campus.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Current , clear and consistent communication. **Root Cause:** Lack of communication between staff.

Perceptions

Perceptions Summary

Rayburn as a campus received positive feedback overall from parents and teachers through the campus-wide Panorama Surveys conducted. There is a perception at Rayburn, however, that some systems can improve such as car rider lines, hallway procedures and dismissal procedures. The presence of Watch D.O.G.S at Rayburn could go a long way in improving these areas and improve parent and community engagement. Watch D.O.G.S. (Dads Of Great Students) will be a part of how Rayburn does business and we will utilize the presence of positive male influences to improve the above mentioned areas.

Perceptions Strengths

Rayburn has a very welcoming staff.

Rayburn has parents willing to help.

Rayburn has great support from the district level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Rayburn is not efficient in some procedural operations such as arrival and dismissal procedures. **Root Cause:** Ineffective systems in place and the absence of positive adult presence.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



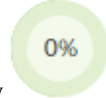

Goals

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance) District Goal--Meet the education needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: To improve and support academic student performance level at or beyond grade level to meet or exceed the state average in core subject areas by 5 percentage points.

Evaluation Data Source(s) 1: STAAR data, Universal Screen data, DBA/Benchmark data, ILit Data, ISIP Data, Guided Reading Progress Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Progress monitor all scholars down to the skill to ensure scholar success and mastery.	Principal Dean of Instruction Assistant Principals Instructional Coaches	CBA data DBA data STAAR data Imagine Literacy Reports Imagine Math Reports Guided Reading Binders				
Funding Sources: State Comp - 217318.00, Title I, A - 81111.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance) District Goal--Meet the education needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: Rayburn will facilitate individualized interventions for at-risk students who did not meet or master grade level standards on the STAAR (state assessment) and/or most recent campus/district assessments. Targeted African American, SPED, ELL and Bilingual students will be given priority.

Evaluation Data Source(s) 2: Progress monitoring data
 Benchmark data
 Mastery Check Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Technology hardware and software (including Imagine Literacy, Imagine Math and Scholastic Scopes) will be used in the classroom to increase student engagement and allow for small group and differentiated instruction along with reteach opportunities for all students, including at-risk learners.	Principal Dean of Instruction Assistant Principals Instructional Coaches	Walkthrough Data TTESS data CBA data DBA data STAAR data				
	Funding Sources: Title I, A - 48800.00					
2) Review data after each campus based and district based assessment along with program data to make informed decisions in regard to individualized student intervention.	Principal Dean of Instruction Assistant Principals Instructional Coaches Teachers	Data monitoring spreadsheets with feedback. Program data				
3) Analyze campus, district and state assessments to identify standards of struggle for at risk students in each grade level. Based on analysis, campus team will develop classroom assessments.	Instructional Coaches Reading specialist Teachers Assistant Principals Dean of Instruction Principal	Campus Based Assessments District Based Assessments State Assessments				

<p>4) Read 180, System 44, LLI, iLit, Compass Learning and Language! and library books will be provided as reading interventions for students performing significantly below grade level. Tutors will be used to assist with LLI instruction through small group pull out. Intervention time will vary based on individual student need.</p>	<p>Instructional Coaches Reading specialist Teachers Assistant Principals Dean of Instruction Principal</p>	<p>Program Data, Lexile reports</p>				
<p>Funding Sources: State Comp - 29702.00, Title I, A - 10000.00</p>						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance) District Goal--Meet the education needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 3: Rayburn will increase School Progress - Academic Growth by 8 points by May of 2018 through providing professional development for teachers and targeted interventions for struggling students.

Evaluation Data Source(s) 3: Progress monitoring data
 Benchmark data
 Mastery Check Data
 STAAR Test Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Teachers will develop and utilize a system to collect and analyze classroom data on student skill mastery and present to the class at least once a week on average.	Principal, Assistant Principal, Dean of Instruction, Instructional Coaches, Teacher	Developed class data collection systems and data analysis results.				

Goal 1: The academic needs of every student will be met so that each individual reaches his or her maximum potential. (Critical Success Factor 1--Improve Academic Performance) District Goal--Meet the education needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 4: Reduce sub-group gaps on STAAR by half for all tests with gaps greater than 30% compared to the overall campus performance.

Evaluation Data Source(s) 4: Developed feedback and tracking systems.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) PLCs will develop systems to analyze grade-level student skill mastery performance data at least once a week as a team.	Principal, Assistant Principal, Dean of Instruction, Instructional Coaches, Teacher	Grade level data analysis results.				
Funding Sources: State Comp - 217318.00, Title I, A - 281172.00						
2) PLCs will utilize grade-level skill mastery data to determine and offer weekly Flextime intervention workshops for struggling students (including sub-groups & special education students).	Principal, Assistant Principal, Dean of Instruction, Instructional Coaches, Teacher	Workshop instructional topics and workshop attendance.				
3) Students will incorporate the use of technology, capacity matrices, rubrics, and student data notebooks to develop ownership of learning and tracking of goals set towards learning target.	Leadership binder with Data Tracking System	Principal, Assistant Principal, Dean of Instruction, Instructional Coaches, Teacher				
Funding Sources: Title I, A - 48800.00						
4) Rayburn will facilitate teacher training on how to identify and assist students in need of additional assistance	Principal, Assistant Principal, Dean of Instruction, Instructional Coaches, Teacher	Leadership binder with Data Tracking System				
Funding Sources: Title I, A - 498490.00						
5) Provide quality Tier 1 instruction to all students, including those at-risk, in every classroom	Principal, Assistant Principal (AP), Instructional Coaches (IC), Teachers	Walkthrough data, student success on assessments				

6) Rigor will be increased in all areas with a focus on academic vocabulary, critical/higher level thinking, and a reduction in worksheets.	Principal, AP, IC, Teachers	Student success on assessments, observation data				
7) Sheltered Instruction (SIOP) strategies will be used to improve instruction and build academic vocabulary.	Principal, AP, Teachers	Observation				
8) Rayburn will follow the BISD Principal led data talks to systematically analyze data and decision making based on student assessments along with teacher and parental feedback.	Principal, Teachers	Student Achievement				
9) Rayburn will buy effective instructional materials, including supplemental intervention materials for all students, including those identified as at-risk.	Principal	Student Achievement				
	Funding Sources: State Comp - 29702.00, Title I, A - 10000.00					

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: All students will be taught in an environment that is safe, drug-free, and conducive to learning. (Critical Success Factor 6--Improve School Climate)

District Goal--Support a culture and climate that encourages a shared responsibility for a safe learning environment.

Performance Objective 1: To create a bully-free environment for all stakeholders

Evaluation Data Source(s) 1: Reduced Bully reports and a decrease in discipline data from 2017 - 2018 School Year

Summative Evaluation 1:

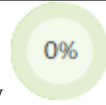
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Train faculty and staff in recognizing bullying and the effects that bullying has on students.	Principal, Assistant Principal, Counselors, Juvenile Case Manager, Teachers and District Specialists.	Reduced Bully reports and a decrease in discipline data from 2017 - 2018 School Year.				
2) Counselors will teach bully prevention classes to students during RISE Up time two classes per week. The counselors will also present cyber-bullying presentations during RISE Up time to all students.	Principal, Assistant Principal, Counselors, Juvenile Case Manager, Teachers and District Specialists.	Reduced Bully reports and a decrease in discipline data from 2017 - 2018 School Year.				
3) Provide character education. Counselors will visit each RISE Up Time class and reinforce PBIS and expectations.	Principal, Assistant Principal, Counselors, Juvenile Case Manager, Teachers and District Specialists.	Reduced Bully reports and a decrease in discipline data from 2017 - 2018 School Year.				
4) Students will participate in Red Ribbon Week that promote getting along, accepting differences, and discouragement of using drugs. The funds will purchase incentives (pencils, bookmarks, and stickers) that promote a drug free environment.		Decreased bullying incidents and discipline referrals and a positive school culture.				
5) Conduct at least three school- wide activities that promotes positive appropriate relationships as a No Bully school. Provide education to staff, parents, and students regarding the prevention of unwanted physical or verbal aggression, sexual harassment, and bullying between friends/students.	Principal, Assistant Principal, Counselors, Juvenile Case Manager, Teachers and District Specialists.	Decreased incidents of harassment and bullying				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Proactively improve communication and perception of Rayburn Intermediate School by engaging the students, community and school employees. (Critical Success Factor 5--Increase Family and Community Engagement)
District Goal--Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: The campus staff will increase parent involvement by 20% by hosting activities and events engage parents.

Evaluation Data Source(s) 1: Agendas and parent sign-in logs will show an increase in parent involvement from the prior school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Conduct parent nights/workshops for the core content areas.	Principal Dean of Instruction Instructional Coaches	Improved participation by parents Sign in sheets				
Funding Sources: Title I, A - 2179.00						
2) Recruit parent volunteers to assist with activities on campus such as Watch D.O.G.S. and PTSO.	Principal Dean of Instruction Assistant Principals	Increased parent involvement as seen on sign in sheets when parents come on campus will increase communication and provide clarity for our families on our day to day operations.				
Funding Sources: Local Funds - Campus - 2000.00						
3) Increase PTSO Membership and provide parent suggestion forms in the front office or on the website to allow parents to have an increased voice in the education of their students, observe Veterans Day.	Principal Dean of Instruction Assistant Principals	Increased parent and staff involvement; number of parent suggestions and memberships to the PTO				
4) Weekly parent communication through Tuesday Folders and our Rayburn Family Blog.	Principal Assistant Principal	Increased parental involvement, increased awareness of school functions based on emails; visits to campus; Improved communication between home and school using emails; parent conferences; parent contact logs				
5) Update Parent Involvement Policy and share with parents at a public meeting	Principal Dean of Instruction	Parents aware of Parent Involvement Policy Survey results				
6) Maintain a campus website	Assistant Principal Principal Campus Webmaster	Number of times website is visited				
7) Increase parental involvement with the school-parent compact; increasing volunteering; and having parents provide input and feedback to improve campus using the forms in the front office and on the website and provide activities with the counselors during the year.	Counselors Principal Dean of Instruction Juvenile Case Manager	Increase in parental involvement in the school as indicated by student grades improving, student discipline improves with fewer discipline referrals.				

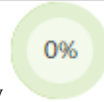
8) Campus Site-Based Decision Meetings to discuss items to improve the school. This committee contains teachers, administrators, parents and community members.	Campus Administration	Improved communication, collaboration, and student performance, Minutes from meetings				
9) The Parent Institute handouts are educational materials that will assist parents with parenting, discipline, homework, assistance strategies and stress the importance of attendance.	Campus Administration Counselors	Increase in STAAR scores parent involvement				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Proactively improve communication and perception of Rayburn Intermediate School by engaging the students, community and school employees. (Critical Success Factor 5--Increase Family and Community Engagement)


District Goal--Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 2: The campus will develop a School-Parent Compact with parents, community and SRIS Staff.


Evaluation Data Source(s) 2: Parent communication logs will show an increase in communication between the school and family.

Summative Evaluation 2:

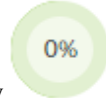
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Create and distribute a Family- School Title I Compact with input from all stakeholders	Principal Dean of Instruction Assistant Principal	Improved student performance and parent involvement based on gradebook scores; test scores; and parent sign in sheets in the front office.				
2) Utilize parent contact logs feature to track communication with families from school	Teacher Counselors Campus Administrators	Increased student performance as seen in the grade book and assessments				
3) Faculty and Staff will make positive phone calls to the home.	Teachers Counselors Campus Administrators	Increase positive communication to parents, parent contact logs and emails				
4) Students of the Month presented to 2 Fifth graders and 2 Sixth graders with specific focus on PBIS.	Counselors Teachers Campus Administrations	Improved instruction due to positive behavior interventions and supports to support student achievement; meeting minutes which shows the information being shared with faculty or staff				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Proactively improve communication and perception of Rayburn Intermediate School by engaging the students, community and school employees.
(Critical Success Factor 5--Increase Family and Community Engagement)

District Goal--Engage students, families, staff, and the community to maximize every student's potential.


Performance Objective 3: Rayburn will provide an opportunity for students to engage in the essential components of transitioning from elementary to intermediate school.

Evaluation Data Source(s) 3: Raider Rookie Camp

Panorama Survey

FISH (Friends In School Helping)

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Rayburn will facilitate a Raider Rookie Camp that allows students to acclimate to their new school and learn how to achieve success in intermediate school.	Principal, Assistant Principals, Dean of Instruction, Teachers	Camp Agenda, Camp Survey, Feedback from Staff				
Funding Sources: Local Funds - Campus - 1500.00						
2) Parents and students will be invited to a transition meeting prior to the 2018-2019 school year. This meeting will include information on how to successfully transition to intermediate school.	Principal	Agenda, Sign-In Sheets, Parent Feedback				
						

Goal 3: Proactively improve communication and perception of Rayburn Intermediate School by engaging the students, community and school employees. (Critical Success Factor 5--Increase Family and Community Engagement)

District Goal--Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 4: Rayburn will provide families the opportunity to give input on campus initiatives and efforts will be made to ensure that a significant number of parent/community surveys are returned and data is used for advancement of students, families and their progress.

Evaluation Data Source(s) 4: Surveys, Advertisement for Surveys, Data from Surveys, Site-Based Family Engagement Meeting

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Rayburn will send out a fall survey for families. This survey will identify needs of families and students.	Principal	Survey Data and Action Plan				
2) Parents and community members will be invited to SBDM #1 to gather/review data needed for CNA.	Principal, Teachers, Parents, SBDM Team	Campus Improvement Plan, Sign-In Sheets, Invites				
3) Parents and community members will be invited to attend SBDM #2 to conduct a CNA by using the Region 10 Capacity Building tools and the CNA Manual by Region 20. Two power points will be used for training and guidance: Designing a SW Program and Title I, Part A Parent Meeting.	Principal, Teachers, Parents, SBDM Team	Campus Improvement Plans, Power Point Presentations, Sign-In Sheets				
4) Parents and community members will be invited to participate in the preparation of Rayburn's Campus Improvement Plan.	Principal, Teachers, Parents, SBDM Team	Campus Improvement Plan, Sign-In Sheets				
5) Parents and Community Members will be invited to help develop and revise Rayburn's new Compact and Family Engagement Policy for the new make up of student grades and collaborate with representatives of next year's campus.	SBDM Team, Principal, Parents, Community Members	Campus Improvement Plan, Sign-In Sheets				
6) Each student, family(parent), teacher, and administrator will have a compact that is signed by these four members. These compacts will be kept on file at the school.	Principal, Student, Family, Teacher	Compact for Each Student				
7) Rayburn's Family Engagement policy will meet Title I requirements and will be reviewed and updated annually at the Annual Family Engagement Meeting.	Principal	Family Engagement (Parent) Involvement Policy				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Proactively improve communication and perception of Rayburn Intermediate School by engaging the students, community and school employees.
 (Critical Success Factor 5--Increase Family and Community Engagement)


District Goal--Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 5: Implement a standardized documentation process for campus, parent and community involvement along with volunteer efforts to record the type of activity, attendance patterns and customer feedback to establish longitudinal data on the effectiveness of the programs.


Evaluation Data Source(s) 5: Documentation forms
 Feedback forms

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review and improve the current documentation system for parent and community involvement and volunteer efforts to include type of activity, attendance and participant feedback.	Principal Assistant Principals Dean of Instruction	Documentation Forms Feedback forms				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Parent Involvement Materials		\$2,000.00
3	3	1	Rookie Camp Resources		\$1,500.00
Sub-Total					\$3,500.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$217,318.00
1	2	4	Tutors		\$29,702.00
1	4	1	Instructional Coaches		\$217,318.00
1	4	9	Tutors for LLI		\$29,702.00
Sub-Total					\$494,040.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dean of Instruction		\$81,111.00
1	2	1	Intervention Program Software		\$48,800.00
1	2	4	Tutors		\$10,000.00
1	4	1	Instructional Coaces		\$200,061.00
1	4	1	Dean of Instruction		\$81,111.00
1	4	3	Technology		\$48,800.00
1	4	4	Instructional Coaches		\$217,318.00
1	4	4	Instructional Coaches		\$200,061.00
1	4	4	Dean of Instruction		\$81,111.00
1	4	9	Tutors for LLi		\$10,000.00
3	1	1	Family Engagement		\$2,179.00
Sub-Total					\$980,552.00

	Grand Total \$1,478,092.00
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