

**Bryan Independent School District**  
**Sam Rayburn Intermediate School**  
**2019-2020 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.

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# Comprehensive Needs Assessment

Revised/Approved: May 21, 2019

## Needs Assessment Overview

Sam Rayburn Intermediate School became a 5th and 6th grade campus during the summer of the 2017-18 school year Rayburn lost 78% of it staff due to a need to serve 5th and 6th grade students. This change effected the existing culture at Rayburn and is continuing to be an administratie focus for improvement. The culture that has been established this year has been driven by a much improved presence of PBIS. The implementation of PBIS and the Essential 8 has driven an improved culture at Rayburn. Rayburn has improved consistenly over the past 3 years and is on the verge of being a model campus. Rayburn has obtained it's National STEM Certification in the Spring of 2019 and this is a huge part in the evolution of the outstanding changes taking place at Rayburn.

Rayburn will continue to grow in the implementation of high-quality instruction, highly qualified staff, and choice of school programming and extra-curricular options.

## Demographics

### Demographics Summary

Student Demographics (2018 - 2019 Fall PEIMS file loaded 04/12/2019) Count Percent

Gender

Female [513](#) 45.68%

Male [610](#) 54.32%

Ethnicity

Hispanic-Latino [551](#) 49.06%

Race

American Indian - Alaskan Native [4](#) 0.36%

Asian [4](#) 0.36%

Black - African American [257](#) 22.89%

Native Hawaiian - Pacific Islander [1](#) 0.09%

## Student Demographics (2018 - 2019 Fall PEIMS file loaded 04/12/2019) Count Percent

White	<a href="#">274</a>	24.40%
Two-or-More	<a href="#">32</a>	2.85%

### Demographics Strengths

Rayburn serves the needs of over 300 students out of the total population with the Odyssey Academy. Odyssey Academy is a STEM (Science, Technology, Engineering & Math) Academy. It provides an interdisciplinary, technology-rich environment allows students to follow the “Mission to Mars” theme on a journey to colonize Mars throughout their three years in the program. Rayburn also serves the needs of students through Honors (5th) and Pre-AP(6th) classes to prepared students for advances course at the secondary level.

Rayburn will add approximately 100 Bilingual students to start the 2019-2020 school year and this has been the leading factor in the increase of Rayburn's enrollment for the 2019-2020 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The attendance rate for Rayburn Intermediate School is 95.28%, compared to an average of 96.2% in Rayburn's comparison group. Rayburn was in Quartile 2 in our comparison group for last years state assessment. **Root Cause:** Rayburn has struggled with the finding the best approaches to encouraging attendance and providing appropriate incentives for students to attend school. Rayburn recognizes that the attendance interventions put into place by the district's Juvenile Case Manager are not enough on their own to raise the attendance rates for the school. Instead, Rayburn has recognized that the Assistant Principals and other on-campus administrators/counselors must play a larger role in the intervention process going forward.

**Problem Statement 2:** Rayburn houses all Emotionally Disturbed 5th and 6th grade students in Bryan ISD that require an adaptive behavior classroom and at times the needs of the students that require these services absorbed an inordinate amount of campus resources. **Root Cause:** Lack of instructional and behavioral systems that adequately serve the needs of students with behavioral disabilities.

**Problem Statement 3:** Based on next years enrollment projections Rayburn will see an increase in at-risk and special education students in specialized programs. **Root Cause:** Rayburn serves the needs of students in special programs.

# Student Academic Achievement

## Student Academic Achievement Summary

### Student Outcome Data Trends

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

Grade level	Subject tested	% at Meets Grade Level			Trend
		2017	2018	2019	
5	Math		39%	42%	Little to no change
5	Reading		40%	44%	Little to no change
5	Science		32%	45%	Consistent increase
6	Math	22%	34%	45%	Consistent increase
6	Reading	15%	25%	30%	Consistent increase

### 2019 STAAR Results

	Approaches	Meets	Masters
5th Math	78%	40%	21%
5th Reading	76%	42%	23%
5th Science	68%	43%	24%
6th Math	75%	43%	19%
6th Reading	61%	28%	11%

## Student Academic Achievement Strengths

- Fifth Grade Science is gaining ground in that more students reach meets and masters.
- Sixth Grade math has gained ground in that more students reach meets and masters.
- 5th Grade Math remains our strongest academic area despite having 4 new teachers in that department.
- Increased number of Economically Disadvantaged students that were successful on the State Assessments
- Overall Academic Performance in Domain I increased for Rayburn as a campus. Domain I (77)

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** In 2018-2019, only 36% of African American students in sixth grade reading met approaches grade level. **Root Cause:** Inconsistent implementation of differentiated instruction and appropriate instructional resources. Lack of exposure to higher level questioning and rigor.

**Problem Statement 2:** During the 2018-2019 school year, Special Education students performed significantly below our campus average on STAAR Reading, Math and Science. **Root Cause:** There is a significant increase in novice special education teachers at Rayburn. Teachers need support developing in the area of differentiation and in particular scaffolding the curriculum to meet the needs of all students on varying levels.

**Problem Statement 3:** During the 2018-2019 School Year, 55% of at-risk students did not reach approaches grade level on the STAAR Reading for Sixth Grade. Eighty-Eight percent of at-risk students did not reach meets criteria for STAAR Sixth Grade Reading. **Root Cause:** Inconsistent implementation of Response to Intervention Strategies.

# School Processes & Programs

## School Processes & Programs Summary

At Rayburn Intermediate, teachers plan collaboratively using curriculum resource provided in the Bryan ISD Scope and Sequence. Lesson plans include the learning objective, language objective, English Language Proficiency Standards (ELPS), Hot Question(s), Bell Ringer, and I do, You do, We do.

Through the guidance of our BISD Teaching and Learning Department and our District Curriculum Coordinators, the Curriculum, Instruction, and Assessment focus at Rayburn Intermediate is guided by the Texas Essential Knowledge and Skills, TEKS Resource System Curriculum, and the results of our campus based and curriculum based assessments. We promote 21st Century Skills including critical thinking and problem solving: communication skills, creativity, and collaboration.

Assessment plays a major role in decision-making and takes on many different forms at Rayburn Intermediate. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

There is a campus wide Response to Intervention System in place that analyzes student needs and coordinates a focused instruction plan for each student that includes intervention services. These interventions and plans are house in the Branching Minds program that allows our campus to be aware, efficient and deliberate in our response to student needs. The focused instruction time is coordinated into the campus master schedule and allows each classroom teacher an opportunity to support each individual student's growth and success.

Teachers set individual goals through the TTESS process and track their own progress and implementation in the classroom throughout the year. Professional development for the campus is based upon the teacher goals and campus data reviews. Rayburn Intermediate campus expectations include integration of technology in all classrooms.

Research based practices are used during interventions such as Level Literacy Instruction (LLI), Read 180/System 44, Imagine Math, Imagine Literacy, Scope Magazine, and USA Test Prep. Rayburn Intermediate utilizes a Dean of Instruction that assist campus administration along with the campus principal and teacher in facilitaing an environment in which students have specific time for targeted academic interventions. Rayburn invested time throughout the year with Professional Development sessions schedule during the regular work day for teachers. Examples of what Rayburn focused on during that time include teacher and administrative training on Rigor and Relevance utilizing research based strategies and techniques from Marzano. Rayburn experienced and increase in the areas of meets and masters due to this effort.

Rayburn hired 10 Special Education Teachers this year and experienced a high turnover in this department. Many of the special education teachers that departed were promoted within the same department in the district. However, this was not the case for all the special education teachers we lost. The turnover in this area has had a significant impact on our campus.

## School Processes & Programs Strengths

Rayburn is at the second year of implementing the Odyssey STEM Academy. The inaugural year presented an opportunity for Rayburn to reflect on the effectiveness of the program and teachers provided feedback that they wanted the best possible STEM environment for the students at Rayburn. Through this feedback and support from the district level Rayburn intermediate as well as its feeder school SFA Middle School underwent a journey to become Nationally Certified STEM Excellence School through the National Institute of STEM Education (NISE). Each teacher along with some instructional coaches completed well over 100 hours of additional study time in this area. The majority of teachers took a full school year to finish their certifications. The teacher truly took action in providing a STEM environment that is among the best Nationally. Rayburn is 1 of 16 schools in the entire Nation with this certification and 1 of 11 in the State of Texas. Rayburn has also witnessed these practices and ideals put in to place during this academic school year and this has worked to our advantage in the area of providing a rich STEM experience for our students.

A positive campus culture is promoted through our PBIS program. PBIS has established what it is to "RISE Up." Students are taught what it means to RISE Up by learning to Act Responsibly, Act with Integrity, Speak Appropriately and Giving their best Effort. This school year the PBIS committee established weekly lesson plans of PBIS lessons. The PBIS Committee also established the PBIS rewards system in which students could earn PBIS Points in which we scanned their IDs to manage the point system. Overall the PBIS Committee has led our campus to a stronger campus with the presence of Positive Behavior Interventions and supports.

Weekly meeting with core area teams with the instructional coach and campus administrators.

Monthly meetings with the PBIS Team.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Rayburn's PLC process and procedures must become stronger. **Root Cause:** Data-Driven Instruction is not being delivered with fidelity due to lack of teacher support and teacher training.

**Problem Statement 2:** Outside of specialized programs such as Read 180/Systems 44 Rayburn has not observed at-risk students grow at a successful rate consistently. **Root Cause:** Rayburn's Response to Intervention procedures have not been followed with fidelity

**Problem Statement 3:** PBIS strategies did not help decrease the number of behavior incidents at Rayburn. **Root Cause:** Lack of PBIS implementation with fidelity (Rayburn must be at least 80% teacher buy in)

## Perceptions

### Perceptions Summary

Multiple surveys have been given to community, parents, staff, and students. The following areas will be addressed in the upcoming school year:

- Communication between school and home
- Student discipline and PBIS usage
- Staff morale and campus climate

### **Perceptions Strengths**

- A strength of Rayburn is our families. Family presence is strong and we have high participation from parents and students in extracurricular activities.
- Parent participation is increasing in our Parent and Family Engagement activities including meet the teacher, open house, parent conference and academic nights.
- Rayburn has a strong parent and community presence with volunteers in our PTSO.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents have not been fully informed of all Rayburn has to offer to benefit the well being of their child **Root Cause:** Inconsistent means of communication for parent

**Problem Statement 2:** Only 60% of Rayburn Families report that they are informed and know when Rayburn teacher's host tutorials **Root Cause:** Communication through multiple means to communicate this offering o tutoring is lacking effectiveness

**Problem Statement 3:** When asked the question, Have you attended or do you plan to attend the following events?: School/Event Volunteer (Including assisting in classroom, room parties, field trips, etc.) only 56% of Parents reported Yes **Root Cause:** Rayburn must continue to creative in having events and activities that interest parents

**Problem Statement 4:** 52% of our parents reported that the greatest barrier for them in participating in school events is work schedule **Root Cause:** Lack of flexible meeting times facilitated by the schools during non-working hours for parants



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

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

# Goals

**Goal 1: By the end of the 2019-2020 school year, the campus staff and community will improve the academic performance of each individual student by providing a strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.**

**Performance Objective 1:** Monitor the implementation of a comprehensive RtI framework to support and improve student achievement.

**Evaluation Data Source(s) 1:** 1) Number of students that qualify for Tier II/III interventions at BOY as compared to EOY and universal screener progress for BOY as compared to EOY,

2) percentage of special education referred students who qualify for special education services,

3) STAAR data to current year benchmark. Benchmark data will be analyzed in November and April, STAAR data in June, and number of students qualifying for Tier II/III in June. RtI Coordinator will perform the evaluation.

## **Summative Evaluation 1:**

**Goal 1:** By the end of the 2019-2020 school year, the campus staff and community will improve the academic performance of each individual student by providing a strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

**Performance Objective 2:** Increase academic success of all students.

Students taking STAAR will increase their academic performance on District Assessments/Benchmarks/STAAR by increasing scores in core areas.

**Evaluation Data Source(s) 2:** District Assessments/Benchmarks/STAAR

## **Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction  1) STEM Instruction will be supported through each program and instructional content . This will include initiatives, such as NISE certification, robotics clubs and organizations, etc.	2.4, 2.5	Admin, teachers	Students will perform higher in reading, math, and science achievement.				
	<b>Funding Sources:</b> Title I, A - 4276.40						
2) Increase student participation in events and supplemental activities that will raise awareness of secondary and post-secondary opportunities. This could include events like competitions, during and after school, academic clubs, and other enrichment activities for at-risk students.	2.4, 2.5, 2.6	Admin & teachers, club coaches	Higher enrollment in student clubs and organizations, from intermediate school to secondary programs.				
	<b>Funding Sources:</b> Title I, A - 3165.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** By the end of the 2019-2020 school year, the campus staff and community will improve the academic performance of each individual student by providing a strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

**Performance Objective 3:** Increase the use of technology to deliver the state grade-level expectations of all students.

**Evaluation Data Source(s) 3:** Classroom ratio of student to device will be at 2:1, including laptops and tablets. Each classroom will have one TruTouch Interactive Board and one document camera, plus relevant software.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Purchase TruTouch Interactive boards for each instructional space.	2.5, 2.6	Administrative staff will provide relevant professional development focused on how to integrate various forms of technology in each classroom.	Higher student achievement through a more well-rounded and 21st century approach to teaching and learning.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Purchase additional devices and apps/programs/software, such as ChromeBooks, tablets, and various academic software, to meet the needs of intervention and enrichment needed for at-risk students.	2.4, 2.5, 2.6	Administrative staff will provide relevant professional development focused on how to integrate various forms of technology in each classroom.	Higher student achievement through a more well-rounded and 21st century approach to teaching and learning.				
<b>Funding Sources:</b> Title I, A - 32500.00, State Comp - 20000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 1:** By the end of the 2019-2020 school year, the campus staff and community will improve the academic performance of each individual student by providing a strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

**Performance Objective 4:** Decrease number of disruptive behaviors during classroom instruction. Increase opportunities for students to celebrate positive behavior choices, which help focus their learning environment.

**Evaluation Data Source(s) 4:** Behavior referral counts, especially those which result in ISS or OSS placements out of class.

**Summative Evaluation 4:**

**Goal 2: By the end of the 2019-2020 school year, the campus staff will increase community and parent participation and attendance in everyday school functions and decision-making processes, as evidenced through scheduled family engagement activities, which contribute to the overall academic and social-emotional health of each child.**

**Performance Objective 1:** Increase parent participation in everyday school functions and decision-making processes. Family engagement events will be planned throughout the year to increase parent's participation in their child's core academic content areas.

**Evaluation Data Source(s) 1:** Sign-in sheets, photographs of events, parent survey results.

**Summative Evaluation 1:**

**Goal 3: By the end of the 2019-2020 school year, the campus administration and staff will encourage strong campus culture and climate through intentional focus on the value of each staff member, student, and family relationship, as evidenced through surveys and contact logs.**

**Performance Objective 1:** Implement campus-wide academic incentive program, which students can earn positive consequences for appropriate academic choices.

**Evaluation Data Source(s) 1:** Increased instructional time, walkthrough, T-TESS Evaluations, RtI referrals

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) PBIS rewards app will help students be celebrated for academic choices they make throughout the instructional time. Teachers will use this app to communicate with parents regarding increased instruction, level of rigor with instruction, and performance of student on district and state assessments.	2.4, 2.6	Admin, teachers, parents, and support staff	Addresses the needs of at-risk students not meeting state expectations.				
<b>Funding Sources:</b> Title I, A - 3000.00							
							

# Campus Funding Summary

<b>State Comp</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Additional ChromeBooks		\$20,000.00
<b>Sub-Total</b>					\$20,000.00
<b>Title I, A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CAST Conference		\$1,000.00
1	2	1	FLL Registration		\$1,300.00
1	2	1	Science Materials		\$1,976.40
1	2	2	Robotics Club		\$3,000.00
1	2	2	Spelling Bee Club		\$165.00
1	3	2	Pen Pal Social Studies		\$2,500.00
1	3	2	Additional ChromeBooks		\$30,000.00
3	1	1	PBIS Rewards app		\$3,000.00
<b>Sub-Total</b>					\$42,941.40
<b>Grand Total</b>					\$62,941.40