

# O'Bryant Primary

## Campus Improvement Plan



# 2017-2018

Bellville Independent School District

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# O'Bryant Primary School

## Philosophy of Education

The staff of O'Bryant Primary School has the philosophy that students on our campus are good students who can achieve and can learn lessons that will prepare them for a successful life. The staff believes that school should be a place where students can have fun in assimilating information and participating in interesting projects and new ideas. The staff believes that students will respond by working hard to attain the skills and knowledge base needed in each grade level. The core curriculum will include Reading, Writing, Mathematics, Social Studies, Science, Health, Language Arts and Physical Education. Other attributes students will attain include patriotism for our nation, responsibility for supplies and textbooks and acceptable social behavior. These students will be prepared to graduate from high school, move into higher education or enroll in other training programs, and ultimately have a productive life.

## Mission Statement

The mission of O'Bryant Primary, as the Center of Public Education, is for the parents, teachers, staff, and community to prepare students for a successful and productive life. To accomplish this mission, we will need to provide lessons and experiences so students can successfully utilize problem solving and critical thinking skills for both academic and real life experiences. We believe that all students can learn and want to achieve success. Students have the responsibility of working to achieve success from the high quality, well-rounded education they are provided.

## Vision Statement

The vision of O'Bryant Primary School is to commit to utilizing our resources to promote high academic and moral standards for our students. This commitment will prepare our students to successfully compete in an ever changing technological and global society. The staff of O'Bryant Primary believes that all students can learn, can achieve, and can be successful.

## Campus Goals

1. O'Bryant Primary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.
2. O'Bryant Primary will provide an environment where all students will be successful by participating in programs that meet their individual needs.
3. O'Bryant Primary will encourage opportunities for parental and community involvement that supports the educational processes of the District.
4. O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.
5. O'Bryant Primary will provide a safe, drug free, positive learning and teaching environment for students and staff members.
6. All O'Bryant Primary students will strive to successfully graduate 100% of its students from high school
7. O'Bryant Primary will promote participation in extra-curricular academic competition.

2017-2018 O'Bryant Primary  
Decision Making Committee

Teacher Representative	<b>Jamie Falke</b> <b>Kim Ables</b>
Specialty Staff Representative	<b>Cheryl Pritchett</b>
Support Staff Representative	<b>Marlene Macat</b>
Parent Representative	<b>Tanya McGee</b> <b>Gabrielle Arterberry</b>
Business Representative	<b>Angela Hoppe</b>
Community Representative	<b>Caitlyn Godlewski</b>
Administration Representative	<b>Natalie Jones</b> <b>Kandis Krueger</b>
District Representative	<b>Matt Mahlmann</b>

**O'BRYANT PRIMARY SCHOOL  
NEEDS ASSESSMENT DATA, JUNE 2017**

**Demographics**

Enrollment: 595 students

Early Childhood: 10      Pre-Kindergarten: 44      Kindergarten: 104

First Grade: 146      Second Grade: 150      Third Grade: 141

Ethnic Distribution	#	%
African American	59	10%
Hispanic	208	35%
White	270	45%
Asian/Pac. Islander	2	0.3%
Two or More	9	1.5%

Student Group Representation	#	%
Economically Disadvantaged	352	59%
Limited English Proficient (LEP)	109	18%
At-Risk	160	27%
Gifted and Talented Education	37	6%
Special Education	86	14.4%

Sources: PEIMS Data

O'Bryant Primary's Hispanic and Economically Disadvantaged groups are continually increasing in numbers. These students along with the African American group tend to have lower reading levels and need increased support. We will continue to use our Response to Intervention (RTI) Program for Reading and Tier I classroom interventions for these students as well as other student groups.

**Student Achievement**

**STAAR**

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

\*\*\*Note that 2017 includes all students for STAAR as there was just one test; however, some students were able to take the online version with accommodations. 2015 and 2016 some students took the STAAR Accommodated and STAAR L tests which are not included in the following data.

STAAR RESULTS				
Groups Tested	Reading		Math	
	2016	2017	2016	2017
All Students	79%	75%	72%	78%
African American	50%	56%	25%	75%
Hispanic	75%	57%	72%	60%
White	91%	89%	84%	89%
Eco. Disadvantage	68%	63%	61%	68%
Special Education	36%	31%	36%	56%
LEP	50%	40%	44%	56%

Third Grade Reading Additional Objective Data:

Objectives Tested:	Avg. % Correct 2015	Avg. % Correct 2016	Avg. % Correct 2017
1: Understanding Across Genres	69	73	75
2: Understanding / Analysis of Literary Texts	68	73	66
3: Understanding / Analysis of Informational Texts	69	67	66

Objectives Tested:	Average % Correct 2015	Avg. % Correct 2016	Avg. % Correct 2017
1: Numerical Representations & Relationships	71	68	68
2: Computations and Algebraic Reasoning	65	64	71
3: Geometry and Measurement	69	68	63
4. Data Analysis and Personal Financial Literacy	68	71	69

**STAAR Three Year Comparison at New Indicators**

\*\*\*Note that 2017 includes all students for STAAR as there was just one test; however, some students were able to take the online version with accommodations. 2015 and 2016 some students took the STAAR Accommodated and STAAR L tests which are not included in the following data.

Math Data	%Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
<b>2015</b>	<b>80</b>	<b>43</b>	<b>18</b>
<b>2016</b>	<b>72</b>	<b>41</b>	<b>15</b>
<b>2017</b>	<b>78</b>	<b>50</b>	<b>22</b>

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
<b>2015</b>	<b>83</b>	<b>50</b>	<b>23</b>
<b>2016</b>	<b>79</b>	<b>55</b>	<b>37</b>
<b>2017</b>	<b>75</b>	<b>45</b>	<b>31</b>

As a staff we will continue to work on raising both our Math and Reading scores. We will continue to implement and improve our RTI program for reading, as well as Tier 1 classroom interventions and in-school and after school tutorials for both math and reading. Formative assessment tools tracked on Eduphoria will also be implemented. We feel this will help strengthen the necessary skills for our students.

**TELPAS (Texas English Language Proficiency Standards)**

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

Grade Level	Rating %	Reading		Listening		Speaking		Writing		Composite	
		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
<b>K</b>	Beginning	36	73	26	27	39	40	43	67	32	67
	Intermediate	50	13	39	53	39	40	43	20	55	20
	Advanced	9	13	30	13	17	20	9	13	9	13
	Advanced High	5	0	4	7	4	0	4	0	5	0
<b>1st</b>	Beginning	7	25	3	16	3	16	14	25	7	25
	Intermediate	41	46	34	16	45	24	42	46	41	46
	Advanced	24	13	31	52	21	44	21	13	24	13
	Advanced High	28	17	31	16	31	16	24	17	28	17
<b>2nd</b>	Beginning	18	21	6	7	0	0	0	7	0	4
	Intermediate	53	36	6	59	12	21	29	59	41	48
	Advanced	18	29	22	15	18	32	47	15	41	26
	Advanced High	12	14	67	19	71	46	24	19	18	22
<b>3rd</b>	Beginning	25	20	24	13	25	13	25	13	19	13
	Intermediate	19	40	6	6	19	0	25	20	25	20
	Advanced	25	33	18	19	6	27	31	47	25	53
	Advanced High	31	7	53	63	50	60	19	20	31	13

The TELPAS data shows while we continue to have some weaknesses in reading with these students, most students did show gains from the previous year. Again, utilizing the RTI Program in Reading with tiered interventions for these students is beneficial.

AIMSweb (RTI data)

**See Appendix A**

PBMAS (Performance-Based Monitoring Analysis System)

O’Bryant Primary has not taken hits related to PBMAS but the district has in the number of special education students sent to ISS. O’Bryant Primary will continue to help students maintain appropriate discipline and behavior choices through our character education program. Students will also receive additional support in their classes through inclusion for 2017-2018 and we will

implement school-wide PBIS strategies and the RISE program as we hope to alleviate frustration leading to poor behavior choices.

Attendance Rate

O’Bryant Primary has maintained a high attendance percentage rate over the past three years and is above the state average.

Attendance Rate for the last 3 Years		
2014-2015	2015-2016	2016-2017
95.78%	95.39%	95.89%

Retention Rate

OBP	2015	2016	2017
K	3	3	0
1	5	1	1
2	3	2	2
3	0	0	0
<b>TOTAL</b>	<b>11</b>	<b>6</b>	<b>3</b>

The number of retentions has gone down due to more rigorous RTI programs, implementation of 504 accommodations and effective ELPS strategies used.

**Program Effectiveness**

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2017-18 school year. Inclusion classes at O’Bryant Primary 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 2017-18 school year. Based on 2017 STAAR data, Special Education students scored lower on the reading assessment, which we feel can be supported through the tiered interventions in our RTI Program. 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 Primary 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 OBP our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials and after school tutorials. Based on 2017 STAAR data, ESL students will need continual support in reading to build fluency, comprehension, and vocabulary which could be achieved through the RtI program and additional tutorials.

### Title I

O'Bryant Primary is a Title I school. As evidenced in previous areas in our needs assessment data, students at OBP could greatly benefit through the continued implementation of our effective RTI Programs.

### State Compensatory Education

During the 2017-18 school year, state compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for OBP, after-school tutorials, and summer school which all help to aid in the success of our students. The after-school tutorials and summer school were extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our resources in these areas as well.

### Safe and Drug Free Schools

OBP has security cameras monitored regularly in and around the campus building.

Bullying Prevention procedures are in place through our character education program, *Tanner's Manners*, our campus web page, PTO newsletters, Bully surveys for students and parents and a yearly program to teach how to handle bullies.

A school security system along with several existing video cameras helps keep the campus safe from any intruders and assists in preventing bullying.

### Homeless

During the 2016-17 school year, 7 students were identified as homeless based on information gathered on the Student Residency Questionnaire. Being a school-wide Title I Program, OBP 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 Primary has a trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission to the dyslexia program. In 2016-17, we served 8 dyslexia students. We will continue to provide our dyslexia services and also use our dyslexia specialist to help provide interventions for students in the RTI Program.

## **Technology**

O'Bryant Primary School has a computer lab monitored by an aide who also serves as our Campus Technology Specialist. All students are enriched by participating in classes in the computer lab once weekly for technology application lessons. All teachers are proficient in advanced technology skills and have completed BISD Technology Proficiencies. New staff hired will complete the requirement in 2017-2018. Teachers are responsible for teaching the technology TEKS and those skills are enriched through application in the classroom and computer lab. OBP will continue to provide technology and support for the future with the advancement of technology in new laptops, Smart Boards, Chrome Books, iPads, and e-resources for learning.

## **Curriculum and Instruction**

Teachers at O'Bryant Primary School use the TEKS Resource System to ensure the curriculum they are teaching is aligned with the state TEKS. All of our teachers are ESL certified or in progress to obtain their ESL certification during the 2017-2018 school year. The certification helps 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**

OBP 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. Staff members reward students by handing out tickets for students displaying good behavior for a drawing at the end of every six weeks, and the counselor visits 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 the bullying policy. Tanner's Manners, a program to specifically target development of proper manners in various situations has been very beneficial on student behavior and will be continued through the 2017-2018 school year. We will also be implementing a school-wide PBIS initiative and the RISE program.

## **Staff Development Needs**

The district Core Analysis Team identified an additional area for staff development: development and implementation of differentiation instructional methods for low socioeconomic students. OBP teachers will receive a more thorough training in the TEKS Resource System for 2017-18 as well as aligning reading and science curriculum.

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

At O'Bryant Primary, we recruit and interview prospective teachers and staff members that are appropriately certified as required by TEA for vacant positions. The principal and district staff also encourage paraprofessionals to become certified classroom teachers.

## **Parental Involvement**

The collaboration between school and active parental involvement is key to the success of our students. OBP conducts a “Meet the Teacher” Night before classes begin, an Open House in September to explain the Title Program (student/parent/teacher compacts and parental involvement policy), ELL FIESTA meetings every six weeks, as well as numerous opportunities for parents to be involved and/or attend school. OBP staff members communicate with parents by phone, email, personal contact, our campus web page and/or monthly newsletters concerning academics, discipline and positive news. PTO (Parent Teacher Organization) is also very active on campus and encourages on-going parental involvement with the school. OBP has set up a remind account for parent to get 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. OBP is fortunate to have RAP (Raising Academic Performance) trained mentors working with students, PALS (Peer Assistance and Leadership Students) from Bellville High School working in numerous classrooms and numerous parents, The Methodist Church “Listeners” who came to listen to our 1<sup>st</sup> and 2<sup>nd</sup> grade students read, as well as grandparents and community members volunteering their time at the school. Our school assemblies are also open to the public and we strongly encourage community support through attendance.

## **10 Component Parts of a School-wide Program**

### **1. Comprehensive Needs Assessment**

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

### **2. School Reform Strategies**

- Provide opportunities for all students to meet the advanced levels of academic achievement.
- Use effective methods and instructional strategies that are based on **scientifically based research** that:
  - Strengthen the core academic program in the school
  - Increase the amount and quality of learning time
  - Include strategies for meeting the needs of historically underserved populations
- Address the needs of all children but particularly the needs of the targeted populations

(STAAR Reading, Math, Writing, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom/Discipline Management)

### **3. Instruction Appropriately Certified Professional Staff**

- Teachers hired must be appropriately certified as required by TEA before being hired.
- Paraprofessionals hired must meet qualification requirements before being hired.

### **4. Professional Development**

- 5% of the Local Education Agency's (LEA's) entitlement must be used to help uncertified teachers become appropriately certified.
- Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.
- Professional development activities are high quality, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. Several one-day workshops that can be tied back to one broad instructional goal or objective can meet the definition of sustained and intense.

### **5. Parental Involvement**

- LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities.
- 95% of the 1% must be allocated to the Title I, Part A campus
- Must have a written parent involvement policy that describes strategies to increase parental involvement such as family literacy services.
- School/Parent Compacts
  - Developed jointly with parents
  - Describes the responsibilities of the school, the parents, and the students.
  - Go to all districts.(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

### **6. Strategies to Attract Appropriately Certified Teachers**

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

### **7. Transition**

- Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program to local elementary school programs; elementary to middle school; middle school to high school.
  - Establish channels for communication between campuses

- Curriculum Alignment
- Planning meetings involving parents and teachers of the transitioning campuses
- Joint transition related training of the staffs

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

- Provide information on the achievement of individual students
- Provide information on the overall instructional program
  - STAAR
  - Alternative Assessment
  - ELL
  - Achievement Tests
  - AIMSweb Benchmark tests
  - Classroom Progress Monitoring

**9. Students Experiencing Difficulty**

- Student difficulties are identified in a timely manner
- Students are given effective and timely additional assistance
- Professional Development for teachers in identification and strategies to assist students who are experiencing difficulty.
- Communication with parents for students who have not mastered standards (Data disaggregation, Tutorials, Computer Assisted Instruction)

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

- Campus Improvement Plans must clearly show how coordination and integration occurs between programs
  - Federal Title Programs
  - Violence Prevention Programs
  - Nutrition Programs
  - Head Start
 subgroups are those for which the ESEA requires state reporting as identified in section III( h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. reports on Common Core of Data.

**DISTRICT GOAL:** I. Bellville ISD will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.

**CAMPUS GOAL:** 1. O'Bryant Primary will meet will State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.

**OBJECTIVE:** A. All student accountability groups grades 3-11, 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.

Strategy (1): Train students in test-taking strategies.

Responsibility: Third grade teachers and Title I teachers.

Resources: ESC VI, Title I funds, and local funds.

Timeline: School year 2017-2018.

Formative Evaluation: Monitor student use of strategies during class.

Summative Evaluation: Scores on assessments (benchmark tests, classroom tests and STAAR) throughout the year.

Strategy (2): Schedule benchmark tests to all students in grades 1 through 3 to identify strengths and weaknesses, and disaggregate data for class performance improvement.

Responsibility: Principal, teachers in grades 1-3

Resources: Eduphoria, Teacher-made exams, Released State Exams, State Compensatory funds.

Timeline: Each Semester

Formative Evaluation: Practice exams administered and scored.

Summative Evaluation: 2018 STAAR scores in math & reading

Strategy (3): Offer math and reading after-school and in-school tutorials for students in grades 1-3.

Responsibility: Principal, Teachers and aides working with grades 1-3.

Resources: State Compensatory and local funds.

Timeline: School Year 2017-18

Formative Evaluation: Tutorial student sign-in log.

Summative Evaluation: Reading and Math grades passing with 70% or greater

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

Responsibility: Teachers and aides.

Resources: State Compensatory and local funds.

Timeline: Monthly

Formative Evaluation: "In-School" and after-school Tutorial student sign-in log.

Summative Evaluation: Reading and Math grades passing with 70% or greater

Strategy (5): Continue Response to Intervention (RTI) in Reading and Math

Responsibility: Teachers and aides

Resources: Read Naturally, Seeing Stars, Visualizing and Verbalizing; State Compensatory and local funds.

Timeline: Each six weeks

Formative Evaluation: AIMSweb Benchmark progress monitoring and benchmarks

Summative Evaluation: Reading and Math grades; STAAR exam results, & EOY AIMSweb Benchmark test scores

Strategy (6): Students in grades K-3 will use writing strategies to build and develop grade appropriate writing skills.

Responsibility: Teachers, parents, principal, volunteers, and counselor.

Resources: Local funds; *Empowering Writers*

Timeline: Each six weeks

Formative Evaluation: Writing skills evident in the portfolio collection of ELAR, math and science journals as well as writing projects on display in the hallways.

Summative Evaluation: Writing assessments.

Strategy (7): Disaggregate data (AIMSweb and STAAR) and then develop education plans for at-risk students.

Responsibility: Principal, Classroom teachers, Title I staff and counselor.

Resources: Summary reports from AIMSweb, STAAR

Timeline: Beginning, middle and end of the year benchmarks

Formative Evaluation: Report cards and benchmark assessments.

Summative Evaluation: Increased STAAR and AIMSweb academic results.

Strategy (8): Increase Level III: Masters Grade Level on the STAAR test for reading and math

Responsibility: Principal & Classroom teachers

Resources: TEKS Resource System; ESC VI

Timeline: Each Six Weeks

Formative Evaluation: Methods for increasing high levels of achievement identified

Summative Evaluation: State assessment results meet State Level III: Masters Grade Level

**DISTRICT GOAL: I. Bellville ISD will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

**CAMPUS GOAL: O'Bryant Primary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

**OBJECTIVE: B. All students will be taught in an instructional classroom environment that utilizes technology for the purpose of teaching and learning.**

Strategy (1): Teach technology application skills to grades Pre-K through 3.

Responsibility: Principal; District Technology Instructional Specialist; All classroom teachers

Resources: Computer lab, projectors / Smart Boards, iPads and mobile labs.

Timeline: Each six weeks

Formative evaluation: Continuous monitoring of skills covered by each teacher

Summative Evaluation: Increased student application of technology; student projects; technology test at BOY & EOY.

Strategy (2): Integrate technology TEKS (using the TEKS Resource Center as the Campus primary resource for scope and sequence) to enhance academic instruction  
Responsibility: Principal; District Technology Instructional Specialist Classroom Teachers  
Resources: TEKS Resource System, Computer lab, learning.com curriculum, Classrooms with Smart Boards or projectors & Technology Instructional Specialist  
Timeline: Each six weeks  
Formative Evaluation: Continuous monitor student technology projects and student work; learning.com data  
Summative Evaluation: Increased student application of technology and student projects

Strategy (3): Continue to expand technology availability (where possible) to enhance student learning  
Responsibility: Principal  
Resources: Campus budget & District technology department funding  
Timeline: Monthly  
Formative Evaluation: Monitor student technology projects and student work; learning.com data  
Summative Evaluation: Increased student application of technology and student projects; EOY technology test

**DISTRICT GOAL: I. Bellville ISD will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

**CAMPUS GOAL: O’Bryant Primary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

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

Strategy (1): Expose students to a variety of job opportunities.  
Responsibility: All classroom teachers  
Resources: Computer lab, library, textbooks and community members as guest presenters to classrooms  
Timeline: Each semester  
Formative evaluation: Lesson plans and visitor sign-in.  
Summative Evaluation: Increased student awareness of career opportunities.

Strategy (2): Bring guests of multiple careers into the classrooms.  
Responsibility: Classroom teachers; Principal  
Resource: Parents of students and community members.  
Timeline: All year.  
Formative Evaluation: Scheduling of guests.  
Summative Evaluation: Classroom Discussion and Participation in speaker’s visits

**DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**



**CAMPUS GOAL:** O'Bryant Primary 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.

Strategy (1): Inclusion of students of diverse populations in regular classroom activities.

Responsibility: Classroom teachers, resource teachers, specialty teachers, aides, and volunteers.

Resources: Principal, State special education budget, state bilingual education budget; director of Special Education

Timeline: Each six weeks.

Formative Evaluation: Schedule of individual special education student's needs is completed for each campus

Summative Evaluation: Special Education students' course grades, benchmark results

Strategy (2): Achievement of STAAR objectives will be emphasized for special education students

Responsibility: Special education teachers, regular education teachers, principal

Resources: Training, campus budget

Timeline: Continuing through the 2017-18 year according to ARD meetings.

Formative Evaluation: Identify Special Education students below grade level.

Summative Evaluation: Special Education scores on STAAR tests; report cards

Strategy (3): Provide accommodations for 504 students who learn in non-traditional ways.

Responsibility: Principal, Counselor, Classroom teacher, specialty teachers and the 504 committee.

Resources: Campus Budget

Timeline: Each six weeks

Formative Evaluation: Monitor student progress toward completion.

Summative Evaluation: Report card grades.

Strategy (4): Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans being developed and used.

Responsibility: Principal, Counselor, Classroom teacher, specialty teachers and the 504 committee.

Resources: Campus Budget

Timeline: Each six weeks

Formative Evaluation: Monitor student progress toward completion.

Summative Evaluation: Report card grades.

**DISTRICT GOAL:** II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.

**CAMPUS GOAL:** O'Bryant Primary 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.

Strategy (1): ESL Instructional Aides and classroom Teachers will provide in-class and small group support for students identified as ELL.

Responsibility: ESL Teachers and aides.

Resources: State Compensatory and local funds.

Timeline: Every three weeks (progress reports & report cards)

Formative Evaluation: Progress Reports and Report cards

Summative Evaluation: Successful end of year report card

Strategy (2): 100% of classroom teachers will be ESL certified and utilize daily strategies to successfully meet the needs of ELL learners.

Responsibility: Classroom Teachers

Resources: local funds.

Timeline: Every three weeks

Formative Evaluation: Progress Reports and Report Card grades.

Summative Evaluation: Successful end of year report card, Passing certification certificate of teacher

Strategy (3): Offer math and reading tutorials for students in school and after school.

Responsibility: Classroom Teachers and aides.

Resources: State Compensatory and local funds.

Timeline: Monthly

Formative Evaluation: Tutorial student sign-in log

Summative Evaluation: Reading and Math grades

Strategy (4): Continue tiered intervention strategies for all students in grades K through 3.

Responsibility: Principal, teachers, Problem Solving Team (PST) Committee.

Resources: Principal, Director of special education and Title I.

Timeline: All Year

Formative Evaluation: Pre-referral conference as needed

Summative Evaluation: Intervention strategies designed and in use at campus level

Strategy (5): Disaggregate data for AIMSweb and STAAR then develop education plans for at-risk students.

Responsibility: Classroom teachers, Title I staff and counselor.

Resources: Summary reports from AIMSweb, STAAR & Title I.

Timeline: Beginning, middle and end of the year.  
Formative Evaluation: Report cards and benchmark assessments.  
Summative Evaluation: Increased STAAR and AIMSweb results.

**DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

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

**OBJECTIVE: C. All students' enrollment in a Title I school-wide campus will be provided an instructional classroom environment that meets their individual needs.**

Strategy (1): Continue three tiered intervention strategies for all students in grades K through 3.  
Responsibility: Principal, teachers, PST Committee.  
Resources: Principal, special education and Title I.  
Timeline: Each six weeks  
Formative Evaluation: Pre-referral conference as needed.  
Summative Evaluation: Intervention strategies designed and in use at campus level.

Strategy (2): Offer math and reading tutorials for students in school and after school.  
Responsibility: Teachers and aides.  
Resources: State Compensatory and local funds.  
Timeline: Monthly.  
Formative Evaluation: Tutorial student sign-in log.  
Summative Evaluation: Reading and Math grades.

Strategy (3): Disaggregate data for AIMSweb and STAAR then develop education plans for at-risk students.  
Responsibility: Classroom teachers, Title I staff and counselor.  
Resources: Summary reports from AIMSweb and STAAR  
Timeline: Beginning, middle and end of the year.  
Formative Evaluation: Report cards and benchmark assessments.  
Summative Evaluation: Increased STAAR and AIMSweb benchmark results.

Strategy (4): Utilize supplemental phonics program to improve phonemic awareness.  
Responsibility: Kindergarten and First Grade Teachers  
Resource: Local Funds  
Timeline: All year  
Formative Evaluation: Saxon Phonics program for Kindergarten and 1<sup>st</sup> grade  
Summative Evaluation: AIMSweb results, benchmark tests and report cards

Strategy (5): Implement RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.  
Responsibility: Principal, Assistant Principal, Deputy Superintendent, SPED Director, Teachers

Resources: Local funds

Timeline: 2017-18 School Year

Formative Evaluation: Behavior Documentation Data

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

**DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**CAMPUS GOAL: O'Bryant Primary 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.**

Strategy (1): Encourage teachers to obtain / maintain Gifted/Talented certification or endorsement.

Responsibility: Principal

Resources: Staff development budget, local funds.

Timeline: Each semester.

Formative Evaluation: Certificates on file.

Summative Evaluation: 100% of GT teachers will obtain and maintain their certification.

Strategy (2): Hold meetings with parents and teachers for identifying gifted students Utilizing District online presentation.

Responsibility: Gifted and Talented Teacher.

Resource: Gifted and Talented curriculum and G/T funds.

Timeline: November 2017

Formative Evaluation: Agenda for the meetings.

Summative Evaluation: Sign-in sheets from the meetings.

Strategy (3): Increase the number of students reading books above their current grade level.

Responsibility: Classroom teachers and Librarian

Resources: Read N Quiz program (a form of accelerated reading), books from the library and classroom instruction.

Timeline: All year.

Formative Evaluation: Students participating in the Read N Quiz program

Summative Evaluation: STAAR Reading & AIMSweb benchmark results.

Strategy (4): All second grade students will be screened for the Gifted / Talented Program.

Responsibility: Classroom teachers, GT teacher & Counselor

Resources: NNAT screening test

Timeline: February 2018

Formative Evaluation: Screening Test

Summative Evaluation: Students previously not identified for GT added to the program.

**DISTRICT GOAL: III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**

**CAMPUS GOAL: O'Bryant Primary will encourage and provide opportunities for parental and community involvement in 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.**

Strategy (1): Utilize the local newspaper, the district website, campus marquee, online grade book Remind 101 and PTO Newsletter for communication purposes.

Responsibility: Principal and classroom teachers

Resources: All local media outlets, local funds

Timeline: Monthly

Formative Evaluation: Announcements, student recognition, newspaper articles, PTO newsletters.

Summative Evaluation: Better communication between school and community.

Strategy (2): Provide Honor Roll recognition every six weeks in the newspaper.

Responsibility: Teachers and Assistant Principal.

Resources: Local newspaper.

Timeline: Each six weeks

Formative Evaluation: Names given to office staff and technology aide

Summative Evaluation: Newspaper articles

Strategy (3): Teachers will invite community/parent readers to their classroom.

Responsibility: Classroom teachers

Resources: Community/Parents

Timeline: School year 2017-2018

Formative Evaluation: List of readers to classroom.

Summative Evaluation: Increased involvement of classroom readers

Strategy (4): Produce Progress Reports to send home the third week of each six weeks period.

Responsibility: Teacher, parent

Resources: local funds, computer grade books

Timeline: Third week of each six weeks period

Formative Evaluation: Progress Reports signed and returned by parent or guardian.

Summative Evaluation: 100% of progress reports signed and returned by parent or guardian.

Strategy (5): Send folders home with students weekly to increase parent communication.

Responsibility: Teacher

Resources: Campus budget, local funds

Timeline: Weekly

Formative Evaluation: Signed folder

Summative Evaluation: Increased communication between school and home.

Strategy (6): Utilize the *Emergency* message system to notify parents of important and urgent school announcements via phone and email & text.

Responsibility: Principal

Resources: *Emergency* message system and Remind 101

Timeline: As needed in 2017-2018

Formative Evaluation: Messages sent at necessary times during the year

Summative Evaluation: Increased communication between school and home.

Strategy (7): Encourage classroom and library volunteers to work with children.

Responsibility: Principal, Teachers and Librarian

Resource: Library books

Timeline: All school year.

Formative Evaluation: volunteer sign-up sheet

Summative Evaluation: list of active volunteers from teachers and librarian.

**DISTRICT GOAL: III. Bellville ISD will encourage and provide opportunities for parental and community involvement that supports the educational processes for the District.**

**CAMPUS GOAL: III. O'Bryant Primary will encourage and provide 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.**

Strategy (1): Increase membership in the PTO organization with a membership drive.

Responsibility: PTO officers, principal and teachers.

Resources: PTO officers

Timeline: August 2017 and June 2018

Formative Evaluation: Identify all current parent and community members belonging to OBP PTO

Summative Evaluation: Greater percentage of parental and teacher membership in OBP PTO

Strategy (2): Invite Parents and others to lunch during Public School Week.

Responsibility: Teachers, students and principal.

Resources: *Bellville Times*, PTO Newsletters, Remind 101 & notes sent home

Timeline: March 2018

Formative Evaluation: Assign grade levels to separate days of the week.

Summative Evaluation: End-of-week sign-in sheets.

Strategy (3): Encourage parental participation during Field Day activities and school programs.

Responsibility: PTO and P.E. teachers

Resources: Phone calls, notes sent home through students.

Timeline: May 2018

Formative Evaluation: Parents volunteer to assist with Field Day Parent sign-in for programs

Summative Evaluation: Parent participation during Field Day.

Strategy (4): Invite parents to come play musical instruments during Music Week.

Responsibility: Music teacher, classroom teacher and parents.

Resources: Parents.  
Timeline: February 2018  
Formative Evaluation: Parents to perform for students  
Summative Evaluation: Parent sign-in Sheets

Strategy (5): Hold informative meeting for new students and parents to our school.  
Responsibility: Principal  
Resources: Student Code of Conduct, Student Handbook and Campus maps.  
Timeline: August 2017  
Formative Evaluation: Agenda for meeting.  
Summative Evaluation: Parent sign in sheets.

Strategy (6): Coordinate a transition meeting and orientation with the Intermediate school for our third grade students.  
Responsibility: Principal and Assistant Principals  
Resource: Intermediate staff  
Timeline: May 2018  
Formative Evaluation: hold meeting and orientation.  
Summative Evaluation: Students have a map and handbook of the Intermediate campus.

Strategy (7): Arrange parent conferences to discuss student successes and to sign Title I Compacts.  
Responsibility: Principal, counselor, classroom teachers, specialty teachers.  
Resources: Personal telephone calls, text messages, email & local funds  
Timeline: September 2017  
Formative Evaluation: Teacher conference logs 10/2016  
Summative Evaluation: Teacher conference logs 06/2017

Strategy (8): Plan ESL Breakfast (FIESTA) for parents each six weeks.  
Responsibility: Principal, ESL Teacher,  
Resources: local funds  
Timeline: Once each six weeks.  
Formative Evaluation: Parental notification of meeting and meeting agenda  
Summative Evaluation: Sign-in attendance sheets.

Strategy (9): Have a “Meet the Teacher” night to orient new students and parents with our school, Title I programs, Parent Involvement Policy and Teachers.  
Responsibility: Principal, Teachers, Food Service & Transportation  
Resource: O’Bryant Primary Staff & local funds  
Timeline: August 2017  
Formative Evaluation: Parent sign in sheets.  
Summative Evaluation: Parent survey.

**DISTRICT GOAL: III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**

**CAMPUS GOAL: O’Bryant Primary will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**

**OBJECTIVE: C. Provide awareness of higher education opportunities for all students.**

Strategy (1): Make parents aware of higher education opportunities for their children.

Responsibility: Principal, counselor, classroom teachers, specialty teachers

Resources: Local funds

Timeline: May 2018

Formative Evaluation: Notices sent from the office or school

Summative Evaluation: Public awareness of higher education opportunities.

Strategy (2): Encourage college and higher education awareness through College Day Activities.

Responsibility: Principal, Teachers, and Staff

Resource: Announcements, Bulletin Boards

Timeline: Each Six Weeks

Formative Evaluation: Scheduled days prior to each six weeks (progress report dates)

Summative Evaluation: All students and staff participate in wearing favorite college/high education t-shirt.

**DISTRICT GOAL: IV. Bellville ISD will recruit and hire appropriately certified teachers as required by TEA.**

**CAMPUS GOAL: O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.**

**OBJECTIVE: A. All teachers will complete necessary requirements for state certification.**

Strategy (1): Recruit and Interview teachers and staff that are appropriately certified for positions at O'Bryant Primary.

Responsibility: Superintendent, Deputy Superintendent and Principal.

Resources: Applications submitted to the Central Office

Timeline: All year

Formative Evaluation: Candidates for staff and teaching positions are appropriately certified.

Summative Evaluation: All positions hired are appropriately certified.

Strategy (2): District personnel to attend job fairs in search for certified teachers.

Responsibility: Superintendent, Deputy Superintendent and Principal.

Resources: Job Fairs and ESC VI

Timeline: All Year

Formative Evaluation: Number of recruited certified personnel.

Summative Evaluation: Number of certified personnel hired.

Strategy (3): Develop partnerships with paraprofessionals to become certified teachers.

Responsibility: Superintendent, Deputy Superintendent and Principal.

Resources: local funds



Timeline: All Year

Formative Evaluation: Number of partnerships created.

Summative Evaluation: Number of paraprofessionals that become certified teachers.

Strategy (4): Retain effective, high quality teachers.

Responsibility: Superintendent, Deputy Superintendent and Principal.

Resources: local funds

Timeline: May 2018

Formative Evaluation: T-TESS evaluations.

Summative Evaluation: Number of teachers retained.

**DISTRICT GOAL: IV. Bellville ISD will recruit and hire appropriately certified teachers as required by TEA.**

**CAMPUS GOAL: O'Bryant Primary will recruit and hire appropriately certified teachers as required by TEA.**

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

Strategy (1): All staff are encouraged to attend professional development at ESC VI in addition to other online professional development.

Responsibility: Deputy Superintendent and Principal.

Resource: ESC VI funds; local staff development

Timeline: All year.

Formative Evaluation: Registrations for staff development at ESC VI and online.

Summative Evaluation: Quality of teaching demonstrates improvement

Strategy (2): All staff are given the opportunity to provide ideas for future staff development.

Responsibility: Teachers.

Resource: ESC VI funds and campus budget.

Timeline: All year

Formative Evaluation: Providing staff developments that are requested by the teachers.

Summative Evaluation: T-TESS conferences

Strategy (3): All teachers will use the TEKS Resource System

Responsibility: Principal and Deputy Superintendent.

Resource: Local funds.

Timeline: All year.

Formative Evaluation: Lesson Plans and walk-through observations

Summative Evaluation: T-TESS evaluations

Strategy (4): All staff will attend staff development to targeted groups on the development and implementation of differentiation instructional methods for low socioeconomic students.

Responsibility: Asst. Superintendent, Principal, Staff

Resource: ESC VI

Timeline: Teacher in-service at beginning of school year.

Formative Evaluation: List of teachers in workshop.

Summative Evaluation: Walk-through observation, lesson plans and T-TESS Evaluations

**DISTRICT GOAL: IV. Bellville ISD will recruit and hire appropriately certified teachers as required by TEA.**

**CAMPUS GOAL: O'Bryant Primary will recruit and hire 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 populations.**

Strategy (1): Recruit and Interview teachers and staff who are reflective of the diverse student population.

Responsibility: Superintendent, Principal.

Resources: Applications submitted to the Central Office

Timeline: All year

Formative Evaluation: Diverse candidates reflective of OBP's student population are interviewed for available positions.

Summative Evaluation: Positions hired are reflective of OBP's student population.

Strategy (2): District personnel to attend job fairs in search of teachers and staff who are reflective of OBP's diverse student population.

Responsibility: Superintendent, Deputy Superintendent and Principal.

Resources: Job Fairs

Timeline: All Year

Formative Evaluation: Number of recruited personnel.

Summative Evaluation: Number of personnel hired.

**DISTRICT GOAL: V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

**CAMPUS GOAL: O'Bryant Primary 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.**

Strategy (1): All students participate in Red Ribbon Week Activities.

Responsibility: Principal and PTO officers.

Resource: PTO funds.

Timeline: October 2017

Formative Evaluation: Number of participants.

Summative Evaluation: Student knowledge and awareness of drugs and Bullying.

Strategy (2): Expose all students to our Character Education Program

Responsibility: Counselor

Resource: local funds and *Character Counts!* Curriculum.

Timeline: All year.

Formative Evaluation: Presentations to each grade level once every six weeks.

Summative Evaluation: Number of tickets given out for good character.

Strategy (3): Educate all students about Bullying and its effects on students.

Responsibility: Counselor / Principal

Resource: local funds, *Tanner's Manners* and *Character Counts!* Curriculum.

Timeline: All year.

Formative Evaluation: *Tanner's Manner* and *Character Counts!* lessons taught in classrooms.

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

Strategy (4): Display school-wide rules in all classrooms and throughout building.

Responsibility: Teachers, aides & principal.

Resources: Printed rules.

Timeline: Each semester.

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): Implement RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.

Responsibility: Principal, Assistant Principal, Deputy Superintendent, SPED Director, Teachers

Resources: Local funds

Timeline: 2017-18 School Year

Formative Evaluation: Behavior Documentation Data

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

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

Responsibility: District personnel.

Resources: Local funds.

Timeline: August 2017

Formative Evaluation: Number of violators reprimanded.

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

Strategy (9): Review and update crisis management plan & campus emergency procedures

Responsibility: NCIS Crisis Management Committee

Resources: Original plan, ESC, Region VI.

Timeline: August 2017

Formative Evaluation: Receiving plan from administration.

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

**DISTRICT GOAL: V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

**CAMPUS GOAL:** O'Bryant Primary 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.

Strategy (1): Maintain CPI Training Team and Certification.

Responsibility: CPI Team and CPI instructor

Resources: Local funds

Timeline: Every two years

Formative Evaluation: Participation in update training

Summative Evaluation: Completion and certification of training

Strategy (2): Teach good character using character education program.

Responsibility: Counselor

Resources: Local funds, Character Counts!

Timeline: Each year

Formative Evaluation: Program every six weeks.

Summative Evaluation: Number of character tickets distributed.

Strategy (3): Reduce the number of bullying incidents on campus.

Responsibility: Principal, Assistant Principal, Counselor, Teachers

Resources: Bully Assembly; website, *Tanner's Manners*, *District Bullying Reporting link on webpage* and Local funds

Timeline: August 2017-June 2018

Formative Evaluation: Attendance for the assembly and participation in *Tanner's Manners*

Summative Evaluation: Number of bullying incidents after the assembly.

Strategy (4): Implement RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.

Responsibility: Principal, Assistant Principal, Deputy Superintendent, SPED Director, Teachers

Resources: Local funds

Timeline: 2017-18 School Year

Formative Evaluation: Behavior Documentation Data

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

Strategy (5): Participate in Safe School Alliance.

Responsibility: Principal, ESC VI.

Resources: Updated materials.

Timeline: August 2017 to June 2018

Formative Evaluation: Maintain safe school environment.

Summative Evaluation: Establish a safe school environment.

Strategy (6): Review and update the crisis management plan & emergency procedures

Responsibility: Principal and Central Office Administration

Resources: Crisis management plan.

Timeline: 2017-18 school year

Formative Evaluation: Reminders/updates each semester

Summative Evaluation: Success of drills.

Strategy (7): All students and staff will participate in lock-down drills  
Responsibility: Principal, Assistant Principal  
Resources: Crisis management plan  
Timeline: 2017-2018 school year.  
Formative Evaluation: Scheduled drills  
Summative Evaluation: Participation and success of drills.

**DISTRICT GOAL: VI. Bellville ISD will strive to successfully graduate 100% of its students from High School.**

**CAMPUS GOAL: O'Bryant Primary students will strive to achieve 100% success rate.**

**OBJECTIVE: A. The District will achieve a drop-out rate of less than 2.0% and an attendance rate of more than 96%.**

Strategy (1): Recognition of students for perfect attendance for the year.  
Responsibility: Teachers, aides, secretary, assistant principal and principal.  
Resources: PTO funds, local funds  
Timeline: Each semester  
Formative Evaluation: Perfect attendance list of students on file.  
Summative Evaluation: Perfect attendance awards.

Strategy (2): Attendance Incentives for perfect attendance each six weeks and each semester  
Responsibility: Teachers, aides, secretary, assistant principal and principal.  
Resources: PTO funds, local funds  
Timeline: Each grading period and again at semester  
Formative Evaluation: Perfect attendance list of students on file.  
Summative Evaluation: Perfect attendance awards.

Strategy (3): Communication to parents when a student demonstrates absence tendencies.  
Responsibility: Teachers, Principal & Assistant Principal.  
Resources: Campus PEIMS Data  
Timeline: Each grading period and again at semester  
Formative Evaluation: Monitor Individual student absences  
Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences.

Strategy (4): Reduce retention rate of students in grades 1, 2 and 3.  
Responsibility: Principal, Teachers, staff and parents.  
Resources: Deputy Superintendent, Superintendent, TEA research/effective practices.  
Timeline: May 2018  
Formative Evaluation: Progress Reports, six weeks report cards, in-school tutorials  
Summative Evaluation: Number of students retained.

Strategy (5): Recognition of students for their individual achievements at the end of the school year.  
Responsibility: Classroom teachers, specialty teachers, assistant principal and principal.  
Resources: local funds  
Timeline: Certificates awarded in June 2018

Formative Evaluation: Monitor progress toward completion.  
Summative Evaluation: Increase number of promoted students.

Strategy (6): Provide after-school tutorials for At-Risk students.  
Responsibility: Principals and Teachers  
Resources: Local funds and State Compensatory funds.  
Timeline: each month  
Formative Evaluation: Tutoring offered after school on campus and student logs of attendance.  
Summative Evaluation: Number of students retained is reduced.

Strategy (7): Provide summer school for grades 1, 2 and 3 for at-risk students.  
Responsibility: Principal and Teachers  
Resource: Title I, Title III and local funds  
Timeline: June 2018  
Formative Evaluation: Summer school offered to at-risk students.  
Summative Evaluation: Success of those students the following school year.

Strategy (8): Encourage daily attendance. Send home letters and conference with parents when necessary.  
Responsibility: Teachers, aides, secretary, assistant principal and principal.  
Resources: Local funds.  
Timeline: Each grading period.  
Formative Evaluation: Announce classes with perfect attendance during morning announcements.  
Summative Evaluation: Student attendance rate at or above 96%.

Strategy (9): Review list of At-Risk students for 2016-17 school year by the At-Risk committee which will plan interventions for the year.  
Responsibility: Principal, At-Risk coordinator, counselor and classroom teachers.  
Resources: Regular Budget  
Timeline: August 2017 and May 2018  
Formative Evaluation: Monitor students identified as At-Risk  
Summative Evaluation: Plan intervention for following year.

**DISTRICT GOAL: VII. Bellville ISD will promote participation in extra-curricular academic competitions.**

**CAMPUS GOAL: O'Bryant Primary will promote participation in extra-curricular academic competitions.**

**OBJECTIVE: A. Actively participate in UIL academic competitions.**

Strategy (1): Students will participate in UIL events.  
Responsibility: UIL Coaches in each event. Principal and judges for UIL contest.  
Resources: UIL materials and local funds  
Timeline: February 2018  
Formative Evaluation: Student participation.  
Summative Evaluation: Records, placement, and scores of those participating in the UIL events.

## **APPENDIX A**