

# O'Bryant Primary

Campus Improvement Plan



# 2018-2019

Bellville Independent School District

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

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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.

2018-2019 O'Bryant Primary  
Decision Making Committee

Teacher Representative

**Jamie Falke**  
**Kim Ables**

Support Staff Representative

**Marlene Macat**

Parent Representative

**Jessica Belcher**

Business/Community Representative

**Angela Hoppe**

Administration Representative

**Natalie Jones**  
**Kandis Krueger**

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

**Demographics**

Enrollment: 601 students

Early Childhood: 9    Pre-Kindergarten: 50    Kindergarten: 115    First Grade: 125

Second Grade: 148    Third Grade: 154

Ethnic Distribution	#	%
African American	64	11%
Hispanic	237	40%
White	281	47%
Asian/Pac. Islander	4	0.7%
Two or More	13	2%

Student Group Representation	#	%
Economically Disadvantaged	340	57%
Limited English Proficient (LEP)	94	16%
At-Risk	299	50%
Gifted and Talented Education	22	4%
Special Education	69	11%

Sources: PEIMS Data

O'Bryant Primary's Hispanic, At-Risk, 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 Tiers II and III along with Tier I classroom interventions for these students as well as the other student groups.

**Student Achievement**

**STAAR**

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

\*\*\*Note that beginning in 2017 all students are included for STAAR except for STAAR ALT2 as there was just one test; however, some students were able to take the online version with accommodations. In 2016 some students took the STAAR Accommodated and STAAR L tests which are not included in the following data.

Student Groups	STAAR Results					
	2016 Reading	2017 Reading	2018 Reading	2016 Math	2017 Math	2018 Math
All Students	79	75	78	72	78	73
African American	50	56	50	25	75	43
Hispanic	75	57	73	72	60	66
White	91	89	89	84	89	86
Economically Disadvantaged	68	63	71	61	68	65
Special Education	36	31	36	36	56	29
LEP	50	40	44	44	56	36

Third Grade Reading Additional Objective Data:

Objectives Tested:	Avg. % Correct 2016	Avg. % Correct 2017	Avg. % Correct 2018
1: Understanding Across Genres	73	75	82
2: Understanding / Analysis of Literary Texts	73	66	67
3: Understanding / Analysis of Informational Texts	67	66	64

Objectives Tested:	Average % Correct 2016	Avg. % Correct 2017	Avg. % Correct 2018
1: Numerical Representations & Relationships	68	68	68
2: Computations and Algebraic Reasoning	64	71	61
3: Geometry and Measurement	68	63	62
4: Data Analysis and Personal Financial Literacy	71	69	64

**STAAR Three Year Comparison at New Indicators**

\*\*\*Note that 2017 and 2018 includes all students for STAAR as there was just one test; however, some students were able to take the online version with accommodations. In 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>2016</b>	<b>72</b>	<b>41</b>	<b>15</b>
<b>2017</b>	<b>78</b>	<b>50</b>	<b>22</b>
<b>2018</b>	<b>73</b>	<b>40</b>	<b>18</b>

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
<b>2016</b>	<b>79</b>	<b>55</b>	<b>37</b>
<b>2017</b>	<b>75</b>	<b>45</b>	<b>31</b>
<b>2018</b>	<b>78</b>	<b>42</b>	<b>26</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)

Kindergarten	Reading			Listening			Speaking			Writing			Composite		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Rating															
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	

First Grade	Reading			Listening			Speaking			Writing			Composite		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Rating															
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	

Second Grade	Reading			Listening			Speaking			Writing			Composite		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Rating															
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	

Third Grade	Reading			Listening			Speaking			Writing			Composite		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Rating															
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**

### 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		
2015-2016	2016-2017	2017-2018
95.39%	95.89%	96.3%

### Retention Rate

<b>OBP</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>K</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>TOTAL</b>	<b>6</b>	<b>3</b>	<b>5</b>

The number of retentions is kept low due to more rigorous RTI programs, implementation of 504 accommodations and effective ELPS strategies used. Two of the students being retained in 2018 were new to us; one came later in the year with low grades from a previous school.

## **Program Effectiveness**

### Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2018-19 school year. Inclusion classes at O'Bryant 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 on effective strategies for both behavior and academics. We will continue to target individualized student academic needs. Identified students with severe behaviors (emotionally disturbed and autistic) continue to grow, so by implementing a more rigorous RtI behavior intervention program (PBIS and RISE) and working with our District behavioral specialist, OBP can ensure our educational environments are conducive to learning. Grade levels with large amount of low level learners will receive additional support and resources for instruction and solutions on how to improve educating these students in a more proficient manner.

### Gifted and Talented

Students at O'Bryant 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. 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 2018-19 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, are constantly addressed by classroom teachers, and our district and campus website have an online reporting tool for bullying and safety concerns. There is a crossing guard placed at the corner of O'Bryant and Mathews streets for safety purposes as well.

### Homeless

During the 2017-18 school year, 4 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 2017-18, we served 4 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 technology skills and BISD provides ongoing training for teachers in the area of integrating technology. Teachers are responsible for teaching the technology TEKS and those skills are enriched through application in the classroom and computer lab. All core classrooms at OBP are equipped with Smartboards for teaching purposes.

## **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 2018-2019 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 continue to teach good character and educate students about bullying, its effects on students, and our no tolerance for the bullying policy. We will continue year two of the implementation of a school-wide PBIS initiative and the RISE program.

### **Staff Development Needs**

Staff members requested staff development in the areas of vertical teaming/planning, CPI and CPR training, Saxon phonics, literacy centers, and reading A-Z training.

### **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 engagement 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 in the library. The Bellville Lions Club assists our school nurse with vision screenings for our young students. 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)(l)(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 grade 3, 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: First, Second and Third grade teachers

Resources: ESC VI and local funds.

Timeline: School year 2018-2019

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 for third grade students to identify strengths and weaknesses, and disaggregate data for class performance improvement.

Responsibility: Principal, Assistant Principal, Third Grade Teachers

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

Timeline: Each Semester

Formative Evaluation: Practice exams administered and scored

Summative Evaluation: 2019 STAAR scores in math & reading

Strategy (3): Offer math and reading after-school tutorials for third grade students.

Responsibility: Principal, Assistant Principal, Teachers and aides working with grades 3

Resources: State Compensatory and local funds

Timeline: School Year 2018-19

Formative Evaluation: Tutorial student sign-in log

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

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

Responsibility: Principal, Assistant Principal, Counselor, Teachers and Aides

Resources: State Compensatory and local funds

Timeline: Monthly

Formative Evaluation: RTI tiers 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 develop in Math as appropriate.

Responsibility: Principal, Executive Director of Special Programs, Assistant Principal, 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: Principal, Teachers, Aides

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, Assistant Principal, Classroom teachers, 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, Campus Technologist  
Resources: Computer lab, projectors / Smart Boards, iPads and mobile chromebook 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, Classrooms with Smart Boards or projectors & Technology Instructional Specialist lessons  
Timeline: Each six weeks  
Formative Evaluation: Continuous monitor student technology projects and student work  
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: Local funds  
Timeline: Monthly  
Formative Evaluation: Monitor student technology projects and student work  
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: Director of Special Education, Principal, Classroom teachers, resource teachers, specialty teachers, aides, and volunteers

Resources: Principal, local funds

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, Special Education Director, Principal

Resources: Training, campus budget

Timeline: School year

Formative Evaluation: Identify Special Education students below grade level.

Summative Evaluation: Special Education scores on STAAR tests; report cards, IEP progress reports

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

Responsibility: Principal, Counselor, Classroom teacher, Counselor, Director of Special Education, Dyslexia Teacher

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 discipline placement and behavior improvement plans being developed and used.

Responsibility: Principal, Assistant Principal, Behavior Specialist, LSSP, RISE teacher/aides

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: Principal, ESL Coordinator, Executive Director of Special Programs

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: Principal, Assistant Principal, 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, Assistant Principal, Counselor, teachers, Problem Solving Team (PST) Committee

Resources: Principal, Executive Director of Special Programs, 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: Principal, Classroom teachers, Executive Director of Special Programs, 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: Principal, 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: Principal, Executive Director of Special Programs, 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, First Grade, and Second Grade Teachers  
Resource: Local Funds  
Timeline: All year  
Formative Evaluation: Saxon Phonics program for Kindergarten through Second Grade  
Summative Evaluation: AIMSweb results, benchmark tests and report cards

Strategy (5): Continue implementation RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.  
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers  
Resources: Local funds  
Timeline: 2018-19 School Year  
Formative Evaluation: Behavior Documentation Data  
Summative Evaluation: Improvement of student behavior, Increased student achievement.

**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, Executive Director of Special Programs  
Resources: Staff development budget, local funds  
Timeline: School year  
Formative Evaluation: Certificates on file  
Summative Evaluation: 100% of GT teachers will obtain and maintain their certification

Strategy (2): Present GT Showcases to display GT work.  
Responsibility: Principal, Gifted and Talented Teacher  
Resource: Local funds  
Timeline: Each semester  
Formative Evaluation: Development of projects; matrix and timeline checkpoints  
Summative Evaluation: Projects displayed, attendance at showcase

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), Texas Bluebonnet Program, books from the library and classroom instruction  
Timeline: All year  
Formative Evaluation: Students participating in the Read N Quiz program and Texas Bluebonnet Program  
Summative Evaluation: Increased STAAR Reading scores & 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 2019  
Formative Evaluation: Screening Test  
Summative Evaluation: Students previously not identified for GT screened for 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 and PTO Newsletter for communication purposes.  
Responsibility: Principal and classroom teachers  
Resources: All local media outlets, local funds  
Timeline: Ongoing throughout the year  
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  
Summative Evaluation: Newspaper articles

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

Responsibility: Classroom teachers

Resources: Community/Parents

Timeline: School year

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: Principal, 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 daily to increase parent communication.

Responsibility: Teacher

Resources: Campus budget, local funds

Timeline: School Year

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, Superintendent

Resources: *Emergency* message system and Remind

Timeline: As needed in 2018-2019

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 2019  
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 & notes sent home  
Timeline: March 2019  
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 2019  
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 2019  
Formative Evaluation: Parents to perform for students  
Summative Evaluation: Parent sign-in Sheets

Strategy (5): Hold informative meeting for new and returning students and parents to our school.  
Responsibility: Principal, Assistant Principal  
Resources: Student Code of Conduct, Student Handbook and Campus maps  
Timeline: August/September 2018  
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 2019  
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, Assistant Principal, counselor, classroom teachers, specialty teachers  
Resources: Personal telephone calls, text messages, email & local funds  
Timeline: September 2018  
Formative Evaluation: Teacher conference logs  
Summative Evaluation: Teacher conference logs

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 2018  
Formative Evaluation: Parent sign in sheets  
Summative Evaluation: Parent attendance

**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): Encourage college and higher education awareness through College Day Activities.  
Responsibility: Principal, Assistant 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: Principal, Executive Director of Administration

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: Principal and Executive Director of Administration

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, Executive Director of Administration 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, Executive Director of Administration and Principal

Resources: local funds

Timeline: School Year

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: Executive Director of Administration 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 is given the opportunity to provide ideas for future staff development.  
Responsibility: Teachers, Principal  
Resource: local funds  
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 Executive Director of Administration  
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: Executive Director of Administration, 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: Executive Director of Administration, 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, Executive Director of Administration 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 2018

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 Daily Words of Wisdom

Timeline: All year.

Formative Evaluation: Daily words of wisdom

Summative Evaluation: Number of students exposed to program; question/apply to choices during school day

Strategy (3): Educate all students about Bullying and its effects on students and provide an online reporting tool.

Responsibility: Counselor / Principal / Director of Technology

Resource: local funds, Character curriculum

Timeline: All year.

Formative Evaluation: *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 expectations in classrooms and throughout building and reinforce appropriate choices throughout the school year.

Responsibility: Principal, Assistant Principal, PBIS Team

Resources: Printed rules

Timeline: All Year

Formative Evaluation: Monitor student behavior

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

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

Responsibility: Counselor

Resources: Local funds

Timeline: All year

Formative Evaluation: student participation in counseling

Summative Evaluation: Counseling log of student counseling sessions.

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

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

Resources: Local funds

Timeline: 2018-19 School Year

Formative Evaluation: Behavior Documentation Data

Summative Evaluation: Improvement of student behavior, Increased student achievement

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

Responsibility: Principal, Assistant principal, Director of Technology

Resources: Local funds

Timeline: All School Year

Formative Evaluation: Number of violators reprimanded

Summative Evaluation: Number of accounts of vandalism on the campus

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

Responsibility: Principal, Campus Crisis Management Committee

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

Timeline: August 2018, ongoing throughout the year

Formative Evaluation: Receiving plan from administration

Summative Evaluation: Committee meeting agenda and sign-in sheet

**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, *District Bullying Reporting link on webpage* and Local funds  
Timeline: School Year  
Formative Evaluation: Attendance for assemblies  
Summative Evaluation: Number of bullying incidents occurring

Strategy (4): Continue implementation of RISE (Reinforcement and Intervention of Student Expectations), a tiered behavior intervention program to meet students' needs.  
Responsibility: Principal, Assistant Principal, Executive Director of Administration, SPED Director, Teachers  
Resources: Local funds  
Timeline: School Year  
Formative Evaluation: Behavior Documentation Data  
Summative Evaluation: Improvement of student behavior and Increased student achievement

Strategy (5): Participate in Safe School Alliance.  
Responsibility: Principal, ESC VI.  
Resources: Updated materials.  
Timeline: School Year  
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, Superintendent and Executive Director of Administration  
Resources: Crisis management plan  
Timeline: School Year  
Formative Evaluation: Reminders/updates each semester  
Summative Evaluation: Success of drills.

Strategy (7): All students and staff will participate in safety drills.  
Responsibility: Principal, Assistant Principal  
Resources: Crisis management plan  
Timeline: 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: 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: 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: Local funds and programs throughout the year, TEA research/effective practices  
Timeline: School Year  
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 at End of Year Grade Level Assemblies  
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 K-3 for at-risk students.  
Responsibility: Principal and Teachers  
Resource: Title I, Title III and local funds  
Timeline: June 2019  
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 2017-18 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 2018 and May 2019

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: Spring 2019

Formative Evaluation: Student participation

Summative Evaluation: Records, placement, and scores of those participating in the UIL events

# APPENDIX A RTI Data

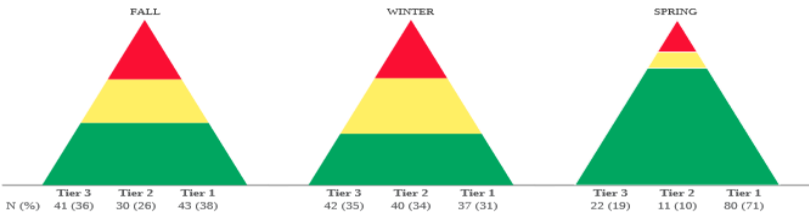


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Report School Grade Battery School Year  
 Group Tier Transition O'Bryant Primary K Early Literacy 2017-2018

Tier 1 Tier 2 Tier 3

### Tier Transition Summary



### Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition						
Fall Tier	N (%)	Winter Tier for Fall Students			Winter Tier	N (%)	Spring Tier for Winter Students			Fall Tier	N (%)	Spring Tier for Fall Students		
Tier 1	41 (36)	26	11	2	Tier 1	42 (35)	15	4	20	Tier 1	41 (36)	12	5	18
Tier 2	30 (26)	10	16	4	Tier 2	40 (34)	7	5	27	Tier 2	30 (26)	4	2	23
Tier 3	43 (38)	1	12	30	Tier 3	37 (31)	7	2	33	Tier 3	43 (38)	3	2	38
	114	37	39	36		119	22	11	80		114	19	9	79

### Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Tier 1	2.11	45	1.58	48	1.81	46
Tier 2	3.07	65	1.13	47	1.84	49
Tier 3	2.97	73	0.92	45	1.67	59
	2.72	60	1.21	46	1.77	51

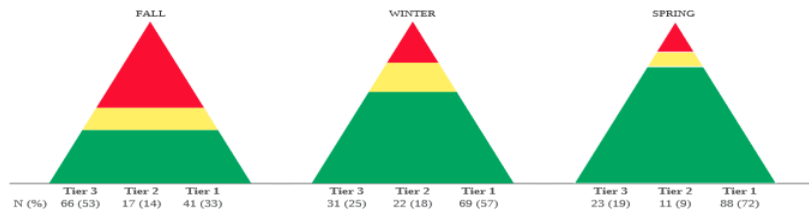


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Report School Grade Battery School Year  
 Group Tier Transition O'Bryant Primary 1 Early Literacy 2017-2018

Tier 1 Tier 2 Tier 3

### Tier Transition Summary



### Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition						
Fall Tier	N (%)	Winter Tier for Fall Students			Winter Tier	N (%)	Spring Tier for Winter Students			Fall Tier	N (%)	Spring Tier for Fall Students		
Tier 1	66 (53)	30	18	15	Tier 1	31 (25)	20	4	5	Tier 1	66 (53)	21	10	31
Tier 2	17 (14)	3	3	14	Tier 2	22 (18)	6	6	16	Tier 2	17 (14)	1	1	16
Tier 3	41 (33)	1	40	69 (57)	Tier 3	69 (57)	1	1	66	Tier 3	41 (33)	4	2	41
	124	30	22	69		122	21	11	87		124	21	11	88

### Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Tier 1	1.06	62	0.91	54	0.97	62
Tier 2	1.86	75	1.25	55	1.48	73
Tier 3	2.38	78	1.23	55	1.68	68
	1.77	71	1.13	54	1.38	67



Report School Grade Battery School Year  
 Group Tier Transition O'Bryant Primary 2 Reading 2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	Tier 1	Tier 2	Tier 3	Tier N (%)	Tier 1	Tier 2	Tier 3	Tier N (%)	Tier 1	Tier 2	Tier 3
39 (27%)	28	9	2	38 (26%)	26	4	5	39 (27%)	24	4	9
33 (22%)	9	7	17	21 (14%)	2	3	16	33 (22%)	4	3	25
75 (51%)	5	67		88 (60%)	1	83		75 (51%)	1	70	
147	37	21	86	147	28	8	104	147	28	8	104

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Tier 1	1.9	31	1.95	43	1.94	15
Tier 2	3.51	60	1.52	47	2.28	
Tier 3	3.34	67	1.49	55	2.2	
	2.92	52	1.65	48	2.14	5

Report School Grade Battery School Year  
 Group Tier Transition O'Bryant Primary 3 Reading 2017-2018

Tier 1 Tier 2 Tier 3

Tier Transition Summary



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	Tier 1	Tier 2	Tier 3	Tier N (%)	Tier 1	Tier 2	Tier 3	Tier N (%)	Tier 1	Tier 2	Tier 3
44 (29%)	23	11	9	26 (16%)	17	4	3	44 (29%)	20	9	13
26 (17%)	1	8	17	23 (14%)	4	6	12	26 (17%)	2	4	19
84 (55%)	3	81		114 (70%)	2	4	103	84 (55%)	1	81	
154	24	22	107	163	23	14	118	154	23	13	113

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Tier 1	2.29	52	1.15	42	1.52	42
Tier 2	3.28	69	0.7	44	1.72	70
Tier 3	3.29	75	0.53	46	1.6	72
	2.95	65	0.79	43	1.61	61