

O'Bryant Primary

Campus Improvement Plan



2019-2020

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.

2019-2020 O'Bryant Primary
Decision Making Committee

Teacher Representative

Tabitha Durbin
Dixie Hardin

Support Staff Representatives

Sandra Sands
Lois Vasquez

Parent Representatives

Jill Brandt
Jennifer Sampey

Business/Community Representative **Angela Hoppe**

Administration Representative

Natalie Jones
Kandis Krueger

**O'BRYANT PRIMARY SCHOOL
NEEDS ASSESSMENT DATA, JUNE 2019**

Demographics

Enrollment: 560 students

Early Childhood: 18 Pre-Kindergarten: 34 Kindergarten: 111 First Grade: 124

Second Grade: 126 Third Grade: 147

Ethnic Distribution	#	%
African American	61	11%
Hispanic	196	35%
White	284	51%
American Indian/Alaskan	1	0.2%
Two or More	12	2%

Student Group Representation	#	%
Economically Disadvantaged	319	57%
Limited English Proficient (LEP)	74	13%
At-Risk	246	44%
Gifted and Talented Education	32	6%
Special Education	72	13%
Male	264	47%
Female	296	53%

Sources: PEIMS Data (Fall Collection Date)

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

Student Groups	STAAR Results					
	2017 Reading	2018 Reading	2019 Reading	2017 Math	2018 Math	2019 Math
All Students	75	78	77	78	73	80
African American	56	50	64	75	43	55
Hispanic	57	73	68	60	66	74
White	89	89	85	89	86	88
Economically Disadvantaged	63	71	64	68	65	67
Special Education	31	36	39	56	29	28
LEP	40	44	33	56	36	47

Third Grade Reading Additional Objective Data:

Objectives Tested:	Avg. % Correct 2017	Avg. % Correct 2018	Avg. % Correct 2019
1: Understanding Across Genres	75	82	76
2: Understanding / Analysis of Literary Texts	66	67	74
3: Understanding / Analysis of Informational Texts	66	64	60

Objectives Tested:	Average % Correct 2017	Avg. % Correct 2018	Avg. % Correct 2019
1: Numerical Representations & Relationships	68	68	67
2: Computations and Algebraic Reasoning	71	61	68
3: Geometry and Measurement	63	62	72
4: Data Analysis and Personal Financial Literacy	69	64	71

STAAR Three Year Comparison at New Indicators

Math Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	78	50	22
2018	73	40	18
2019	80	47	24

Reading Data	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
2017	75	45	31
2018	78	42	26
2019	77	47	31

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 Rating	Reading			Listening			Speaking			Writing			Composite		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Beginning	73	33	100	27	6	42	40	17	58	67	28	100	67	17	58
Intermediate	13	28	0	53	56	58	40	50	42	20	56	0	20	44	42
Advanced	13	33	0	13	33	0	20	28	0	13	11	0	13	33	0
Advanced High	0	6	0	7	6	0	0	6	0	0	6	0	0	6	0

First Grade	Reading			Listening			Speaking			Writing			Composite		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Rating	25	19	11	16	6	0	16	6	0	25	19	11	25	6	0
Beginning	46	56	42	16	50	21	24	63	37	46	56	32	46	63	37
Intermediate	13	6	21	52	19	47	44	13	32	13	13	37	13	6	26
Advanced	17	19	26	16	25	32	16	19	32	17	13	21	17	25	37
Advanced High															

Second Grade	Reading			Listening			Speaking			Writing			Composite		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Rating	21	25	12	7	6	12	0	13	12	7	25	18	4	5	0
Beginning	36	60	53	59	31	41	21	75	41	59	50	53	48	60	59
Intermediate	29	10	35	15	44	29	32	6	29	15	13	18	26	35	24
Advanced	14	5	0	19	19	18	46	6	18	19	0	6	22	0	12
Advanced High															

Third Grade	Reading			Listening			Speaking			Writing			Composite		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Rating	20	19	33	13	4	0	13	0	7	13	0	7	13	0	7
Beginning	40	54	53	6	16	7	0	28	47	20	48	40	20	42	27
Intermediate	33	12	7	19	64	40	27	56	20	47	36	47	53	42	60
Advanced	7	15	7	63	16	53	60	16	27	20	12	0	13	15	7
Advanced High															

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		
2016-2017	2017-2018	2018-2019
95.89%	96.3%	95.5%

Retention Rate

OBP	2017	2018	2019
K	0	0	1
1	1	3	1
2	2	0	1
3	0	2	0
TOTAL	3	5	3

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. In 2019, the kindergarten student came to us in February and had no prior schooling, the first grader has been referred for special education testing, and the second grader came back to us later in the year with prior schooling in Mexico.

In 2018 and 2019, we evaluated BOY, MOY and EOY data in PST teams and tested several students for dyslexia, dysgraphia, and special education. Many students qualified.

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2019-20 school year. Inclusion classes at O'Bryant Primary will be supported by special education teachers and/or paraprofessional staff members. We have added additional special education teachers. 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 greatly benefit through the continued implementation of our effective RTI Programs.

State Compensatory Education

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 and there is a School Resource Officer on campus daily. We added the WATCH D.O.G.S. Program in 2018-19 and will continue the program. Bullying Prevention procedures are in place through our character education program, are constantly addressed by classroom teachers, and our district and campus website have an online reporting tool for bullying and safety concerns. There is a crossing guard placed at the corner of O'Bryant and Mathews streets for safety purposes as well.

Homeless

During the 2018-19 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 2018-19, we tested several students and screened all first grade students while reviewing MOY data and all kindergarten students while reviewing EOY data. We ended the year with 33 dyslexia and dysgraphia students. We will continue to provide our dyslexia and dysgraphia services and have added an additional dyslexia specialist for the 2019-20 school year to provide interventions.

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 with chromebooks and ipads as well as utilizing the campus 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. In 2018-19 we added the TEKSGuide component to help teachers with the curriculum. In the All of our teachers are ESL certified or in progress to obtain their ESL certification during the 2019-2020 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 three 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, behavior training, literacy centers, and training in the new ELAR TEKS and IMA resources.

Bellville Independent School District Qualified Teacher Plan

Bellville ISD will attract and retain qualified teachers for all BISD campuses. Bellville ISD will post vacancies on the district website and when necessary other employment websites. Campus principals or department directors will review applications for highly qualified status and interview highly qualified applicants for campus teaching positions. Bellville ISD will attend job fairs. BISD will continue to offer stipends for Bilingual, Life Skills, and Foreign Languages. When Bellville ISD is not able to meet the goal of having 100% of teachers qualified, Bellville ISD will implement strategies to attain 100% of qualified teachers by the end of the school year. Bellville ISD will create and monitor professional development plans for teachers that are not highly qualified. These professional development plans will be based on performance data and/or teacher input and will include strategies such as paying for certification testing and preparation coursework. Bellville ISD will continue to provide high quality professional development for teachers including those that are not yet highly qualified.

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 parent and family engagement policy), ESL FIESTA meetings every six weeks, the WATCH D.O.G.S. program, as well as numerous opportunities for parents to be involved and/or attend school. 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 parents to receive texts to their cell phones from the school.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. 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 1st and 2nd 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.

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 2019-2020

Formative Evaluation: Monitor student use of strategies during class.

Summative Evaluation: Scores on assessments (benchmark tests, classroom tests 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, TEKS Resource System, Released State Exams, State Compensatory funds

Timeline: Each Semester

Formative Evaluation: Practice exams administered and scored

Summative Evaluation: 2020 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 grade 3 students

Resources: State Compensatory and local funds

Timeline: School Year 2019-20

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: School Year

Formative Evaluation: RTI tiers and after-school Tutorial student sign-in log

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

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, Sound Partners, 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*, New ELAR TEKS and IMA resources
Timeline: Each six weeks
Formative Evaluation: Writing skills evident in writing assignments 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 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, chromebooks

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, Technology Director, Instructional Technology Specialist, Technology Committee

Resources: Local funds

Timeline: School Year

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 and skills.

Responsibility: All classroom teachers; Counselor

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: Local Funds

Timeline: School Year

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: School Year

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, ESL Specialist

Resources: State Compensatory and local funds

Timeline: School Year

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 Specialist, 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 RTI Academic Interventionists

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, RTI Academic Interventionists 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, RTI Academic Interventionists

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, RTI Academic Interventionists 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, Executive Director of Administration
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, 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 2019-2020

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

Strategy (8): Implement WATCH D.O.G.S. Program on campus.

Responsibility: Principal, Assistant Principal, Counselor, PTO

Resource: Safe and Drug Free Funds

Timeline: All school year

Formative Evaluation: volunteer sign-up sheet, roster and logs

Summative Evaluation: volunteer logs, volunteers in place as often as possible

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 family members and others to lunch for special occasions (Grandparents Day, Thanksgiving).

Responsibility: Teachers, students and principal

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

Timeline: School Year

Formative Evaluation: Sign in logs/Raptor

Summative Evaluation: Sign in logs/Raptor

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 2020

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

Summative Evaluation: Parent participation during Field Day

Strategy (4): Hold informative meeting for new and returning students and parents to our school at Open House.

Responsibility: Principal, Assistant Principal

Resources: Student Code of Conduct, Student Handbook and Campus maps

Timeline: September 2019

Formative Evaluation: Agenda for meeting

Summative Evaluation: Parent sign in sheets

Strategy (5): Coordinate a transition orientation with the Intermediate school for our third grade students.

Responsibility: Principal, Assistant Principals, Third Grade Teachers

Resource: Intermediate staff

Timeline: May 2020

Formative Evaluation: Hold orientation

Summative Evaluation: Students walk around with teachers and familiarize themselves on 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/October 2019

Formative Evaluation: Teacher conference logs
Summative Evaluation: Teacher conference logs

Strategy (8): Plan ESL Breakfast (FIESTA) for parents each six weeks.
Responsibility: Principal, ESL Specialist
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, Parental and Family Engagement Policy and Teachers
Responsibility: Principal, Teachers, Food Service & Transportation
Resource: O’Bryant Primary Staff & local funds
Timeline: August 2019
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): Maintain and update all teacher personnel files for highly qualified compliance.

Responsibility: Principal, Executive Director of Administration

Resources: Central Office staff, Region VI

Timeline: All year

Formative Evaluation: Conduct review of existing files

Summative Evaluation: Personnel files are updated to meet compliance

Strategy (2): Attend job fairs to recruit highly qualified teachers.

Responsibility: Principal and Executive Director of Administration

Resources: Job Fairs and ESC VI

Timeline: Spring semester, June 2019

Formative Evaluation: Select opportunities to attend job fairs

Summative Evaluation: Attend job fairs and recruit highly qualified candidates

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): Professional development programming will be directed to meet the needs of the campus, as well as district-wide needs.

Responsibility: Executive Director of Administration, Executive Director of Special Programs and Principal

Resource: Principal, state/federal requirements, curriculum state assessment data, Title IIA funds, local funds

Timeline: August 2019, Summer 2020

Formative Evaluation: Input from individual campuses received; state/federal requirements

Summative Evaluation: Professional Development program based on needs assessment

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

Responsibility: Teachers

Resource: local funds, ESC VI, TEA, Executive Director of Administration, Principal

Timeline: All year

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

Summative Evaluation: Teachers keep their own personnel documentation file and reapply for certification as needed.

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, Teachers, PTO

Resource: local funds, PTO

Timeline: October 2019

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, Stay Alert

Timeline: All year

Formative Evaluation: *Character Counts!* lessons taught in classrooms, Stay Alert reporting tool available

Summative Evaluation: Number of discipline and bullying, Stay Alert referrals

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: School Year

Formative Evaluation: Behavior Documentation Data

Summative Evaluation: Improvement of student behavior, Increased student achievement

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

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

Resources: Local funds

Timeline: All School Year

Formative Evaluation: SRO visible daily

Summative Evaluation: SRO schedule

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

Responsibility: Principal, Campus Crisis Management Committee

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

Timeline: August 2019, ongoing throughout the year

Formative Evaluation: Receiving plan from administration, drills

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

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): Monitor student activity on campuses during the school day with assistance from the School Resource Officers and security cameras.

Responsibility: Campus administrators, SROs

Resources: Director of Technology, security cameras

Timeline: Daily

Formative Evaluation: Complete installation of security cameras on campus, SRO visibility

Summative Evaluation: Monitor multiple areas on each campus

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

Responsibility: Counselor

Resources: Local funds, Character Counts!

Timeline: Each year

Formative Evaluation: Character lessons taught

Summative Evaluation: Discipline referral data

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

Responsibility: Principal, Assistant Principal, Counselor, Teachers

Resources: Website, District Bullying Stay Alert Reporting link, Local funds

Timeline: School Year

Formative Evaluation: Discipline referrals, reports of bullying

Summative Evaluation: Number of bullying incidents verified

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): 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 (6): 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 in third grade.
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 1-3 for at-risk students.
Responsibility: Principal and Teachers
Resource: Title I, State Compensatory and local funds
Timeline: June 2020
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 students during BOY, MOY and EOY during PST meetings to identify needs.
Responsibility: Principal, Assistant Principal, Counselor, RTI Interventionists, ESL Specialist, classroom teachers
Resources: AIMS Web, Istation, TxKEA data
Timeline: September 2019, January 2020, May/June 2020
Formative Evaluation: Monitor students
Summative Evaluation: Plan interventions for students

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

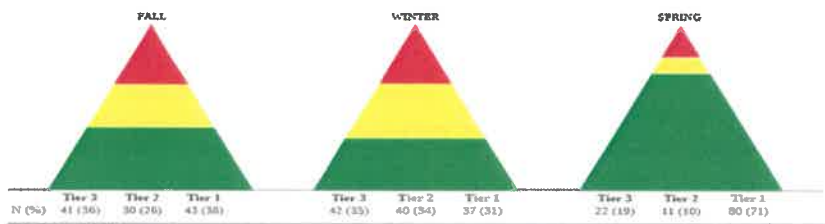
Timeline: Spring 2019

Formative Evaluation: Student participation

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

APPENDIX A RTI Data 2017-2018

Tier Transition Summary



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall Tier	Winter Tier	Fall N (%)	Winter N (%)	Fall Tier	Spring Tier	Fall N (%)	Spring Tier N (%)	Fall Tier	Spring Tier	Fall N (%)	Spring Tier N (%)
Tier 3	Tier 3	41 (36)	42 (35)	Tier 3	Tier 3	41 (36)	41 (36)	Tier 3	Tier 3	41 (36)	41 (36)
Tier 2	Tier 2	30 (26)	40 (34)	Tier 2	Tier 2	30 (26)	30 (26)	Tier 2	Tier 2	30 (26)	30 (26)
Tier 1	Tier 1	43 (38)	37 (31)	Tier 1	Tier 1	43 (38)	43 (38)	Tier 1	Tier 1	43 (38)	43 (38)
Total		114	119	Total		114	114	Total		114	114

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Tier 3	2.11	45	1.58	48	1.81	46
Tier 2	3.07	63	1.13	47	1.84	49
Tier 1	2.87	72	0.92	45	1.87	58
Average	2.72	60	1.21	46	1.77	51

Tier Transition Summary



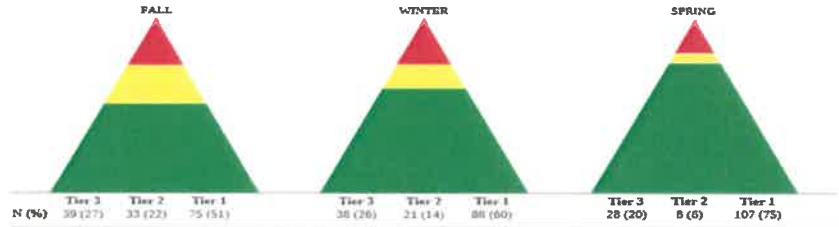
Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall Tier	Winter Tier	Fall N (%)	Winter N (%)	Fall Tier	Spring Tier	Fall N (%)	Spring Tier N (%)	Fall Tier	Spring Tier	Fall N (%)	Spring Tier N (%)
Tier 3	Tier 3	46 (53)	31 (25)	Tier 3	Tier 3	46 (53)	46 (53)	Tier 3	Tier 3	46 (53)	46 (53)
Tier 2	Tier 2	17 (14)	22 (18)	Tier 2	Tier 2	17 (14)	17 (14)	Tier 2	Tier 2	17 (14)	17 (14)
Tier 1	Tier 1	41 (33)	69 (57)	Tier 1	Tier 1	41 (33)	41 (33)	Tier 1	Tier 1	41 (33)	41 (33)
Total		124	122	Total		124	124	Total		124	124

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Tier 3	1.06	62	0.91	54	0.87	62
Tier 2	1.98	79	1.25	55	1.48	73
Tier 1	2.38	78	1.23	58	1.88	68
Average	1.77	71	1.17	54	1.58	67

Tier Transition Summary



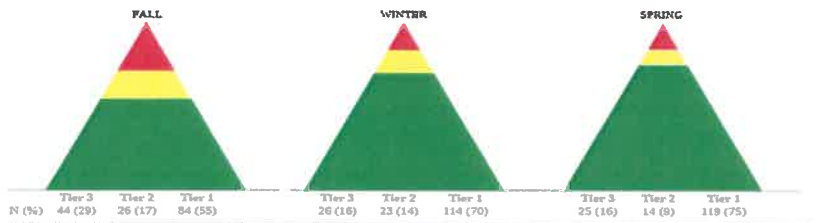
Transition Details

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 3	39 (27)	26	9	2	38 (26)	26	4	5	39 (27)	24	4	9
Tier 2	33 (22)	8	7	17	21 (14)	2	3	16	33 (22)	4	3	25
Tier 1	75 (51)	3	3	67	88 (60)	1	1	83	75 (51)	1	1	70
	147	37	21	80	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 3	1.9	31	1.95	43	1.94	15
Tier 2	3.51	60	1.52	47	2.28	
Tier 1	2.34	67	3.45	55	2.2	
	2.92	52	1.61	48	2.14	8

Tier Transition Summary



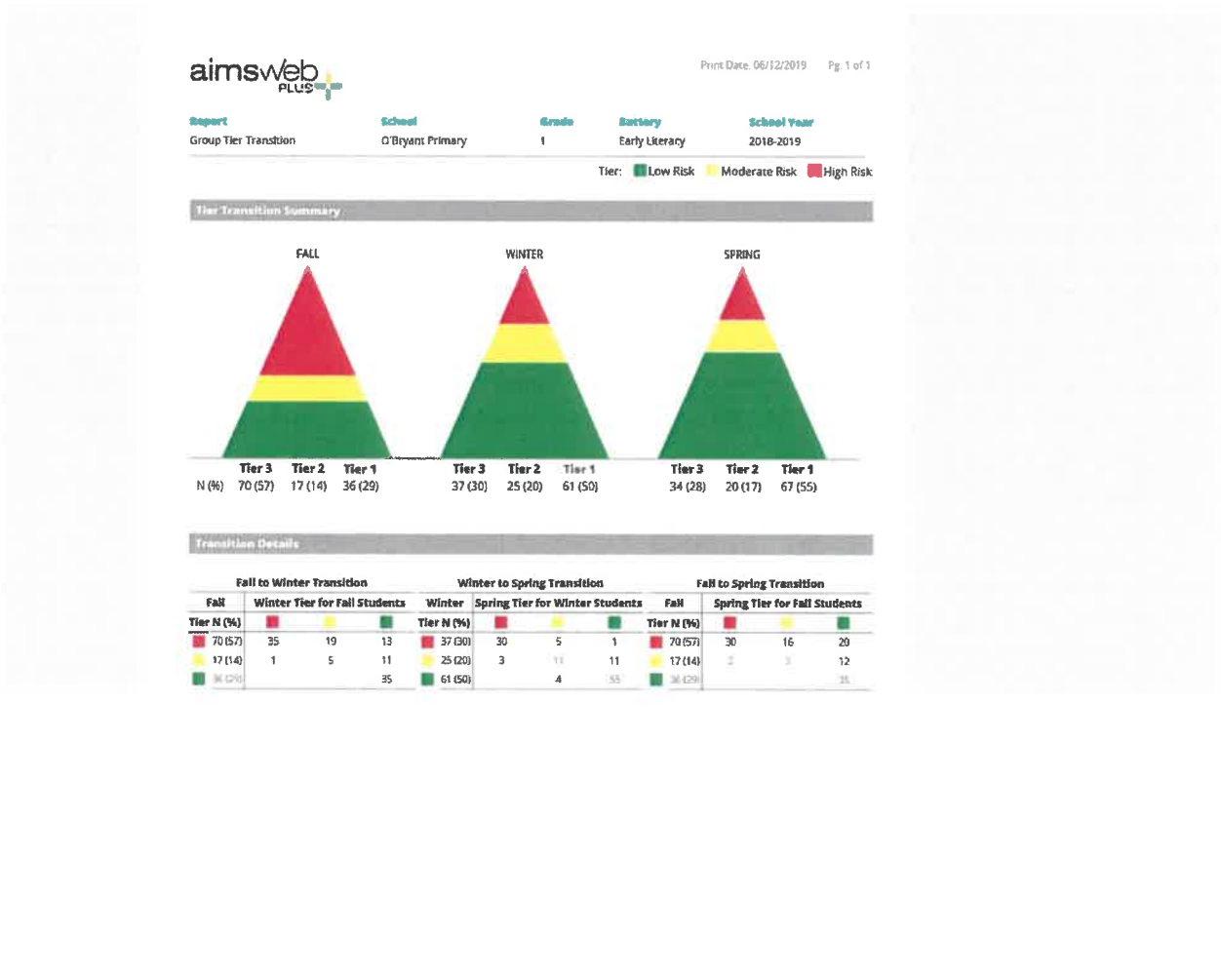
Transition Details

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 3	44 (29)	23	11	9	26 (16)	17	4	3	44 (29)	20	9	13
Tier 2	26 (17)	1	8	37	23 (14)	4	6	12	26 (17)	2	4	19
Tier 1	84 (55)	3	3	81	114 (70)	2	4	103	84 (55)	1	1	81
	154	24	23	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 3	2.29	52	1.15	42	1.17	42
Tier 2	3.28	89	0.7	44	1.72	70
Tier 1	3.28	76	3.53	48	3.8	72
	2.95	65	2.79	43	1.64	41

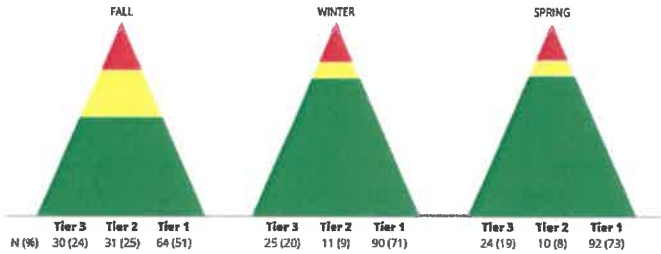
RTI Data 2018-2019



Report: Group Tier Transition School: O'Bryant Primary Grade: 2 Battery: Reading School Year: 2018-2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



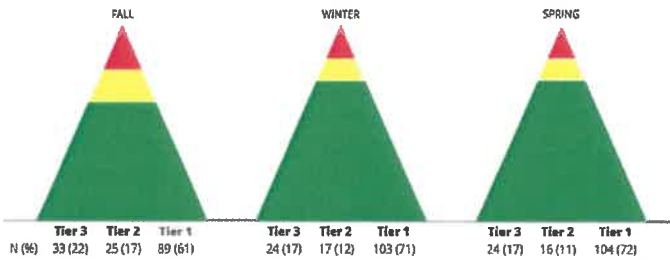
Transition Details

Fall	Fall to Winter Transition			Winter to Spring Transition			Fall to Spring Transition				
	Winter Tier for Fall Students	Winter	Spring Tier for Winter Students	Fall	Spring Tier for Fall Students						
Tier N (%)		Tier N (%)		Tier N (%)							
High Risk (30 (24))	17	6	5	25 (20)	18	4	3	30 (24)	17	5	6
Moderate Risk (31 (25))	6	5	20	11 (9)	4	2	5	31 (25)	5	3	22
Low Risk (64 (51))	1	62	90 (71)	1	3	84	64 (51)	1	62		

Report: Group Tier Transition School: O'Bryant Primary Grade: 3 Battery: Reading School Year: 2018-2019

Tier: Low Risk Moderate Risk High Risk

Tier Transition Summary



Transition Details

Fall	Fall to Winter Transition			Winter to Spring Transition			Fall to Spring Transition				
	Winter Tier for Fall Students	Winter	Spring Tier for Winter Students	Fall	Spring Tier for Fall Students						
Tier N (%)		Tier N (%)		Tier N (%)							
High Risk (33 (22))	22	8	2	24 (17)	16	7	1	33 (22)	20	8	4
Moderate Risk (25 (17))	2	6	14	17 (12)	4	8	5	25 (17)	2	7	14
Low Risk (89 (61))	1	85	103 (71)	3	1	97	89 (61)	1	1	83	
	147	24	17	101	144	23	16	103	147	23	101

Tier Transition Growth

	F to W	W to S	F to S

Appendix B

Title I, Part A Expenditures

OBP Total \$338, 964.00

OBP RTI Teachers, Paras, and Substitutes.....\$266,156.00

OBP Portion of Elementary Summer School.....\$9,100.00

OBP Portion of PBIS (RISE) Teacher.....\$63,708.00