

# BELLVILLE

**INDEPENDENT SCHOOL DISTRICT**

## O'Bryant Intermediate Campus Improvement Plan

**2020-2021**

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## **LEADERSHIP**

### **BOARD OF TRUSTEES**

Grant Lischka - President  
Dusty Yantis - Vice President  
Kenneth Stein - Secretary  
Jim Batson  
Vince Ruffino  
Andrew Murrell  
Karen Winn

### **CENTRAL ADMINISTRATION**

Nicole Poenitzsch - Superintendent  
Dennis Jurek - Assistant Superintendent of Finance & Operations  
Natalie Jones - Chief Academic Officer  
Tony Hancock - Chief Talent Officer  
Grady Rowe - Athletic Director  
Michael Coopersmith - Director of Administrative Operations  
Matthew Mahlmann - Director of Future Readiness  
Megan Pape - Director of Special Education  
Brian Reid - Director of Technology  
Alyssa Werner - Child Nutrition Director  
Tiffany Soto - Transportation Director  
Amber Klausmeyer - Accounting Director  
JD Higginbotham - Maintenance Director

### **CAMPUS ADMINISTRATION**

Casey Hollomon - Principal, Bellville High School  
Daniel Symm - Principal, Bellville Junior High  
Marcus McLemore - Principal, O'Bryant Intermediate  
Kandis Krueger - Principal, O'Bryant Primary  
Tony Hancock - Principal, West End Elementary

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## **O'BRYANT INTERMEDIATE ADVISORY COUNCIL**

### **MEMBERS**

McLemore, Marcus - Principal  
McEnerney, Sean - Assistant Principal  
Lockett, Suzanne - School Nurse  
Biehunko, Shirley - Teacher  
Matthies, Katie - Teacher  
Greenville, Judy - Teacher  
Vincik, Annette - Teacher

# 2020 COMPREHENSIVE NEEDS ASSESSMENT

## DATA SOURCES

Data and Input was reviewed from various individuals and sources. This data and input was used to determine the needs and priority improvement actions for the 2020-2021 school year. These data and input sources included:

- State assessment results
- State accountability reports
- Stakeholder input surveys
- PEIMS data
- Texas Academic Performance Reports - TAPR
- Insight from Student Panels
- Insight and observation from campus and district leaders

## DATA ANALYSIS

|  |   |
|--|---|
| <p>Campus Attendance</p> <p><b>96.5%</b></p> | <p>District Graduation Rate</p> <p><b>97.4%</b></p> |
|--|---|

### Enrollment (as of PEIMS Snapshot in late October)

| 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|-----------|-----------|-----------|-----------|-----------|
| 272       | 264       | 287       | 296       | 303       |

### Ethnicity and Race (as of PEIMS Snapshot in late October)

| Hispanic/Latino | African American | White  | American Indian/Alaskan | Asian | Hawaiian/Pacific Islander | Two or more races |
|-----------------|------------------|--------|-------------------------|-------|---------------------------|-------------------|
| 40.26%          | 7.92%            | 48.84% | 0.33%                   | 0.33% | 0.00%                     | 2.31%             |

### Special Populations (as of PEIMS Snapshot in late October)

| English Learners | Special Education | Economically Disadvantaged | Dyslexia | Homeless | Foster Care | Gifted and Talented | At Risk | Career and Technical Education |
|------------------|-------------------|----------------------------|----------|----------|-------------|---------------------|---------|--------------------------------|
| 12.87%           | 14.85%            | 48.18%                     | 9.99%    | 1.98%    | 0.99%       | 7.59%               | 43.89%  | 0.00%                          |

## 2019 ACCOUNTABILITY HIGHLIGHTS

|   |   |  |
|---|---|--|
| <b>OVERALL CAMPUS RATING</b><br><br><span style="font-size: 2em; font-weight: bold;">C</span> |   |  |
| <b>STUDENT ACHIEVEMENT</b><br><br><span style="font-size: 2em; font-weight: bold;">C</span>   | <b>SCHOOL PROGRESS</b><br><br><span style="font-size: 2em; font-weight: bold;">C</span> | <b>CLOSING THE GAPS</b><br><br><span style="font-size: 2em; font-weight: bold;">C</span> |

### 2019 ALL TEST, ALL GRADES

|  |   |   |
|--|---|---|
| % APPROACHES GRADE LEVEL<br><br><span style="font-size: 2em; font-weight: bold;">72</span> | % MEETS GRADE LEVEL<br><br><span style="font-size: 2em; font-weight: bold;">44</span> | % MASTERS GRADE LEVEL<br><br><span style="font-size: 2em; font-weight: bold;">21</span> |
| DISTRICT AVERAGE<br><br><span style="font-size: 2em; font-weight: bold;">79</span>         | DISTRICT AVERAGE<br><br><span style="font-size: 2em; font-weight: bold;">49</span>    | DISTRICT AVERAGE<br><br><span style="font-size: 2em; font-weight: bold;">22</span>      |

### SCHOOL PROGRESS

(ELA/Reading and Math)

| Prior Year             | Did Not Meet Grade Level Current Year |                       |                          | Approaches Grade Level Current Year |                       |                          | Meets Grade Level Current Year |                       |                          | Masters Grade Level     |
|------------------------|---------------------------------------|-----------------------|--------------------------|-------------------------------------|-----------------------|--------------------------|--------------------------------|-----------------------|--------------------------|-------------------------|
|                        | Progress Not Applicable               | Did Not Meet Progress | Met or Exceeded Progress | Progress Not Applicable             | Did Not Meet Progress | Met or Exceeded Progress | Progress Not Applicable        | Did Not Meet Progress | Met or Exceeded Progress | Progress Not Applicable |
| Did Not Meet           | -                                     | 38                    | 40                       | -                                   | 0                     | 56                       | -                              | -                     | 6                        | 1                       |
| Approaches Grade Level | -                                     | 35                    | 0                        | -                                   | 43                    | 40                       | -                              | -                     | 44                       | 11                      |
| Meets Grade Level      | 5                                     | -                     | -                        | 25                                  | -                     | -                        | -                              | 20                    | 34                       | 33                      |
| Masters Grade Level    | 1                                     | -                     | -                        | 4                                   | -                     | -                        | 29                             | -                     | -                        | 85                      |

## CLOSING THE GAPS

| ✓ - Met Target<br>✗ - Did Not Meet Target              | Met Grade Level Reading (%) | Met Grade Level Math (%) | Met College, Career, & Military Readiness (%) |
|--|-----------------------------|--------------------------|---|
| All Students   | 46 ✓                        | 49 ✓                     | n/a   |
| African American                                       | 15 ✗                        | 15 ✗                     | n/a   |
| Hispanic   | 37 ✓                        | 44 ✓                     | n/a   |
| White  | 61 ✓                        | 61 ✓                     | n/a   |
| Two or More Races                                      | n/a                         | n/a                      | n/a   |
| Economically Disadvantaged                             | 33 ✓                        | 36 ✓                     | n/a   |
| English Learners                                       | 33 ✓                        | 42 ✓                     | n/a   |
| Students Receiving Special Education Services          | 26 ✓                        | 26 ✓                     | n/a   |
| Students Formerly Receiving Special Education Services | n/a                         | n/a                      | n/a   |
| Continuously Enrolled                                  | 48 ✓                        | 50 ✓                     | n/a   |
| Non-Continuously Enrolled                              | 40 ✗                        | 46 ✓                     | n/a   |

## PROFESSIONAL DEVELOPMENT

The following professional development topics were identified in the needs assessment as a priority for this campus:

- High impact instructional strategies
- Technology integration in instruction
- Growth mindset training
- Behavior identification/function
- Intervention training (RTI)
- Classroom management
- Covid accommodations

## SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS)

Below is a non-inclusive list of needs considered for the 2020-2021 O'Bryant Intermediate Campus Improvement Plan

- Schoolwide curriculum
- Schoolwide programs and initiatives
- Increased support in Math and Reading for African American, EL, and Special Education students
- Increased Benchmarking

# 2020-2021 IMPROVEMENT PLAN - ACTION ITEMS

| <b>1 LEARNING</b><br>Develop and attain local standards for high levels of integrated learning and performance.  |   |   |  |   |
|--|---|---|--|---|
| Objective 1.1: Identify the skillsets, knowledge, characteristics, and traits desired for all BISD graduates.  |   |   |  |   |
| Steps in Action Plan   | Resources   | Person Responsible  | Time Frame & Formative Assessment            | Measurement of Success  |
| OBI faculty and staff will work with the district to develop a vertically aligned curriculum from K-12.  | Central Office and campus level staff with all other district stakeholders. | OBI administration<br>Teachers<br>Auxiliary and office personnel            | Proposed 2020-2021 school year pending COVID | Portfolios and student created work in addition to other forms of progress monitoring such as pre and post testing and 9 week grades. |
| OBI staff will work at all levels to help introduce curriculum and programs that will ensure proper communication, critical thinking, and self-directed learning. These are all desired traits of a BISD graduate. | Central Office and campus level staff with all other district stakeholders. | OBI administration<br>Teachers<br>Auxiliary and office personnel            | Proposed 2020-2021 school year pending COVID | Portfolios and student created work in addition to other forms of progress monitoring such as pre and post testing and 9 week grades. |
| Objective 1.2: Provide educational opportunities that allow staff and students to discover their strengths and interests and expand their horizons of awareness.   |   |   |  |   |
| Steps in Action Plan   | Resources   | Person Responsible  | Time Frame & Formative Assessment            | Measurement of Success  |
| Refine core curriculum and expand student offerings to include STEM, Technology, and Art classes   | Central office staff and teacher teams                                      | Chief Academic Officer, Principal, Assistant Principal, Counselor, teachers | Proposed 2020-2021 school year pending COVID | Feedback from staff, students, and parents in addition to student growth  |
| OBI staff lead professional development class during the "break out" sessions for distinct learning days   | Teachers OBI administration   | Chief Academic Officer, Principal, Assistant Principal, Counselor, teachers | Proposed 2020-2021 school year pending COVID | OBI teachers that attend and lead sessions bring back content to share with the rest of the OBI staff                                 |
| OBI staff participates in the BISD leadership academy  | Central office and OBI administration                                       | OBI administration  | Proposed 2020-2021 school year pending COVID | Feedback from participants of the academy and their ability to take the material back to the OBI staff                                |
| Take field trips to education destinations that widen the student's knowledge base and provide exposure to STEM fields.  | Budgeted funds, community partners, and transportation department           | Central Office, Principal, Assistant Principal, Transportation Department   | Proposed 2020-2021 school year pending COVID | The students will attend the planned field trips and gain knowledge in STEM fields  |

| Objective 1.3: Create an academic culture that promotes collaboration, ownership, creativity, problem-solving, critical thinking, risk-taking, confidence, and resilience in teachers and students. |  |  |   |   |
|---|--|--|---|---|
| Steps in Action Plan  | Resources  | Person Responsible   | Time Frame & Formative Assessment                                 | Measurement of Success                                |
| Hold vertical and horizontal planning meetings 2-4 times during the school year   | Meeting space, TEKS resource system, scheduled                       | Principal, Assistant Principal, department and grade level lead teachers | Proposed 2020-2021 school year pending COVID                      | Teacher feedback and meetings that are held           |
| Place shared planning time into the master schedule that allows teacher collaboration.  | Master schedule conference and specials time                         | Principal, Assistant Principal, teachers                                 | Proposed 2020-2021 school year pending COVID                      | Completed master schedule that has the time allocated |
| Creation of a new campus team that will be designed to monitor and problems solve instructional and academic issues at OBI  | Planning time, teacher, student, and parent feedback                 | Principal, Assistant Principal, teacher leaders                          | Proposed 2020-2021 school year pending COVID                      | Creation of the team                                  |
| Objective 1.4: Ensure all learners receive timely and meaningful feedback.  |  |  |   |   |
| Steps in Action Plan  | Resources  | Person Responsible   | Time Frame & Formative Assessment                                 | Measurement of Success                                |
| OBI Teachers will follow the BISD Instructional Grading and Reporting Guidelines  | BISD Grading Manual, report cards, progress reports, parent contacts | Principal, Assistant Principal, Counselor, Teachers                      | Ongoing - Teachers engaging in regular communication with parents | Parent Contact/Communication logs                     |
| Grades are input into Gradebook weekly.   | Gradebook software, student assessments                              | Teachers, Principal, Assistant Principal, Counselor                      | Weekly throughout the school year.                                | Teachers keep Gradebook up to date.                   |

| <b>2 LEADERSHIP</b><br>Foster a connected, collaborative, and strategic approach to continuous improvement for the district.                       |  |                              |  |   |
|--|--|------------------------------|--|---|
| Objective 2.1: Establish a strategic and collaborative approach to continuous improvement in all areas of the district's operations and academics. |  |                              |  |   |
| Steps in Action Plan   | Resources  | Person Responsible           | Time Frame & Formative Assessment  | Measurement of Success                                    |
| Produce a thorough needs assessment with input from students, staff and parents  | OBI teachers, instructional support staff, parents | Principal<br>AP<br>Counselor | June 2020 - Campus Improvement Committee members are selected. Timelines are communicated and meetings are scheduled | Development of Authentic CIP by May 2021                  |
| OBI Leadership Team Monthly meetings   | OBI Teacher Leaders/CIP team                       | Principal<br>AP<br>Counselor | July 2020 - OBI Leadership team meetings are scheduled for the duration of the school year                           | Leadership survey, feedback from teacher leaders/CIP team |



| Objective 2.2: Ensure BISD facilities are equipped to effectively support district operations and learning. |                                      |   |  |   |
|---|--------------------------------------|---|--|---|
| Steps in Action Plan  | Resources                            | Person Responsible  | Time Frame & Formative Assessment  | Measurement of Success  |
| Provide all necessary furniture, technology and supplies to support campus operations and learning.         | Campus Budget                        | Principal, Assistant Principal, Technology Staff, Maintenance Staff | Ongoing - Inventory of classroom furniture and technology                  | All students and teachers have necessary furniture, technology and supplies   |
| Ensure work orders are approved and completed in a timely fashion   | Eduphoria, Maintenance department    | Principal, Director of Maintenance                                  | Ongoing, follow up with persons entering work orders                       | OBI facilities are functioning optimally to support learning                  |
| Objective 2.3: Maintain superior financial standing and efficient fiscal management.                        |                                      |   |  |   |
| Steps in Action Plan  | Resources                            | Person Responsible  | Time Frame & Formative Assessment  | Measurement of Success  |
| OBI will adhere to BISD purchasing and budgeting guidelines.  | BISD purchasing procedure manual     | Principal, Secretary, Department Heads                              | June 2021 - Ongoing throughout school year                                 | All funding is spent appropriately and needs are met.                         |
| OBI will complete the BISD Budgeting Worksheet  | OBI Budget, BISD Budgeting Worksheet | Principal, Counselor, AP Secretary                                  | June 2021  | OBI Budget and Budget Worksheet are approved at the BISD Administration Level |
| Objective 2.4: Promote connectedness between leaders and the work of the district.                          |                                      |   |  |   |
| Steps in Action Plan  | Resources                            | Person Responsible  | Time Frame & Formative Assessment  | Measurement of Success  |
| OBI Staff representation on District Level Committees   | OBI Staff                            | Director of Future Readiness, Principal                             | October 2020 - OBI Staff members represented on DAC/Grading Committee etc. | Feedback from OBI Staff on District Level Committees                          |
| Create presentations to showcase campus successes during spotlights at board meetings.                      | Campus staff and students            | Principal, Teacher Leaders, CIP Team                                | 2020 - 21 School Year - Spotlighting student work throughout the school.   | Successful spotlight at board meeting   |

### **3 CULTURE** Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community.

| Objective 3.1: Ensure all staff feel valued and appreciated.                                |  |   |  |                          |
|---|--|---|--|--------------------------|
| Steps in Action Plan  | Resources  | Person Responsible  | Time Frame & Formative Assessment                                  | Measurement of Success   |
| Solicit and respond to input from staff regarding the ways in which they want to be valued. | Digital Surveys<br>Teacher meetings<br>Hard Copy surveys | Principal, Assistant Principal, Counselor, Faculty Club Sponsor | October 2020 - Creation and delivery of digital surveys            | Digital survey responses |
| OBI Faculty Club Luncheons<br>Teacher car wash days   | Faculty Club Activity Account                            | Principal, Assistant Principal, Counselor                       | September 2020 - Faculty Club Luncheons are scheduled for the year | Feedback from OBI Staff  |

| Objective 3.2: Effectively recruit, hire, onboard, train, and retain exceptional individuals to be part of the BISD team.                |   |  |   |  |
|--|---|--|---|--|
| Steps in Action Plan   | Resources   | Person Responsible   | Time Frame & Formative Assessment   | Measurement of Success   |
| Attend job fairs to recruit highly qualified teachers  | Region Service Centers, Central Office Staff, Universities                          | Chief Talent Officer, Principal  | 2020 - 21 School Year - Select opportunities to attend job fairs            | Attend job fairs and recruit highly qualified teachers.                            |
| Continue to establish diverse interview committees and work to hire best candidates  | OBI Interview Teams   | Principal  | Ongoing - Interview process and questioning                                 | "OBI family" teachers are selected, hired, and retained                            |
| Objective 3.3: Create an organizational structure that effectively supports the learning and work of the district.                       |   |  |   |  |
| Steps in Action Plan   | Resources   | Person Responsible   | Time Frame & Formative Assessment   | Measurement of Success   |
| Conduct regular OBI Leadership team meetings   | Meeting space   | Principal, Department Heads, Teacher Leaders                             | September 2020 - Meetings scheduled for duration of school year             | Feedback from OBI Staff  |
| Implement efficient process for teachers to request resources, maintenance, & support  | Eduphoria, Purchasing Procedure Manual  | Principal, Assistant Principal, Counselor, Secretary                     | Ongoing   | Evidence of staff requests for and receipt of, materials, services, and/or support |
| Objective 3.4: Foster a culture of collaboration and learning.   |   |  |   |  |
| Steps in Action Plan   | Resources   | Person Responsible   | Time Frame & Formative Assessment   | Measurement of Success   |
| Teachers observe teachers to learn and to receive feedback   | Campus personnel  | Principal, Assistant Principal, Department Heads                         | Ongoing - Scheduling discussions during common planning time                | Culture of openness and collaboration is created                                   |
| Shared conference planning times that allow at least grade level teachers within the same discipline to plan together on a weekly basis. | Master schedule   | Principal, Assistant Principal, Counselor                                | August 2020 - Master Schedule framework is established.                     | Teachers have shared planning times in the master schedule.                        |
| Objective 3.5: Ensure all staff feel inspired and supported in pursuit of personal and professional goals and growth.                    |   |  |   |  |
| Steps in Action Plan   | Resources   | Person Responsible   | Time Frame & Formative Assessment   | Measurement of Success   |
| Conduct department level surveys with regards to P.D. needs and wants.   | Google Forms  | Chief Academic Officer, Principal, Assistant Principal, Department Heads | December 2020 - Department level surveys returned                           | Actionable information to direct PD planning                                       |
| Specialized PD plans at the department level   | Teacher Surveys<br>Department Head meetings.<br>Planned Teacher /Principal meetings | Chief Academic Officer, Principal, Assistant Principal, Department Heads | May 2021 - Departments have summer exchange days/PD tailored to their needs | Feedback from staff on PD plans  |

# 4

## COMMUNITY

Cultivate connections in our schools and our community to ensure all feel safe, valued, and engaged in meaningful ways.

Objective 4.1: Engage district and community stakeholders in meaningful ways.

| Steps in Action Plan  | Resources                   | Person Responsible                               | Time Frame & Formative Assessment                                   | Measurement of Success  |
|---|-----------------------------|--|---|---|
| Convene a campus improvement committee comprised of parents, teachers, and paraprofessionals and follow the YAG process for assessing and addressing campus improvement | Meeting space, meeting time | Principal, Assistant Principal, Department Heads | September 2020 - Committee members selected, meetings are scheduled | June 2021 - Campus improvement plan is completed using the process new to BISD. |
| Host ESL "FIESTA" for parents at least once per grading period  | Local Funds                 | ESL Specialist, Principal                        | Each grading period - Parent sign-in sheets                         | Parent attendance   |

Objective 4.2: Establish "The Bellville Way" as a driving movement for unity and development of individual and collective values and character.

| Steps in Action Plan  | Resources                     | Person Responsible                         | Time Frame & Formative Assessment                                | Measurement of Success                               |
|---|-------------------------------|--|--|--|
| OBI Campus representation on district level committees defining "The Bellville Way" | OBI Staff                     | Chief Talent Officer, Principal, OBI Staff | June 2021 - OBI has helped to further define "The Bellville Way" | "The Bellville Way" becomes more clearly articulated |
| SEL/SEWB Courses for Students   | SEL/SEWB Curriculum, Teachers | Principal, Counselor, SEL/SEWB Teachers    | Master Schedule  | Improved student culture and behavior                |

Objective 4.3: Positively contribute to our community.

| Steps in Action Plan  | Resources               | Person Responsible              | Time Frame & Formative Assessment  | Measurement of Success                             |
|---|-------------------------|---------------------------------|--|--|
| Utilize the local newspaper, district website, campus marquee, and BISD social media for communication purposes | All local media outlets | Superintendent, Principal       | Ongoing - Student recognition, newspaper articles, BISD social media posts | Better communication between school and community. |
| Provide Honor Roll recognition every grading period in the newspaper  | Local Newspaper         | Principal, Counselor, Secretary | Each grading period - Names submitted to newspaper                         | Newspaper articles                                 |

## STATE AND FEDERAL REQUIREMENTS

Continuously improve upon district performance on each state assessment and accountability ratings, decrease identified achievement gaps, and ensure exceptional annual progress for each student

| Steps in Action Plan   | Resources  | Person Responsible   | Time Frame & Formative Assessment  | Measurement of Success                               |
|--|--|--|--|--|
| <b>District and All Campuses</b>   |  |  |  |  |
| Vary instructional methods for addressing the needs of student groups not achieving their full potential   | Curriculum Resources   | Campus Principals  | 2020 - 2021 School Year<br><br>Progress Monitoring                                       | Improved EOY Benchmark scores                        |
| Provide methods for addressing the needs of students for special programs, including: <ul style="list-style-type: none"> <li>• Suicide prevention programs</li> <li>• Conflict resolution programs</li> <li>• Violence prevention programs</li> <li>• Dyslexia treatment programs</li> </ul> | Dyslexia Intervention<br><br>Social Emotional Learning<br><br>Bullying and Drug Free promotion<br><br>Response to Intervention | Campus Principals<br><br>Campus Counselor<br><br>Dyslexia Teachers<br><br>RISE Staff<br><br>Classroom Teachers | 2020 - 2021 School Year<br><br>Methods observed throughout the school day                | Positive campus climate                              |
| Integrate technology in instructional and administrative programs  | Technology<br><br>Local Funds<br><br>ESSA Funds  | Campus Principals<br><br>Classroom Teachers<br><br>Director of Technology                                      | 2020 - 2021 School Year<br><br>Increase in student technology proficiencies              | Increased use of technology in the classrooms        |
| Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care  | PBIS - Brahma PRIDE<br><br>RISE<br><br>Local Funds   | Campus Principals<br><br>Classroom Teachers<br><br>RISE Staff  | 2020 - 2021 School Year<br><br>Students working towards earning PRIDE tickets and prizes | Positive campus climate                              |
| Provide staff development for professional staff   | Multimedia Resources   | Campus Principals<br><br>Campus Counselor<br><br>Chief Academic Officer  | 2020 - 2021 School Year<br><br>Professional Development Schedule                         | Staff accumulates CPE Hours                          |
| Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities  | CTE Fair<br><br>Local Funds  | Campus Principal<br><br>Pathway Teachers<br><br>CTE Teachers   | 2020 - 2021 School Year<br><br>E.P. Course Enrollment<br><br>CTE Fair Attendance         | Increased student awareness of career opportunities. |

|   |                                   |  |  |   |
|---|-----------------------------------|--|--|---|
| Provide accelerated education opportunities for students that are at-risk   | RTI                               | Campus Principal<br>RTI Coordinator<br><br>RTI Teachers              | 2020 - 2021<br>School Year<br>Progress<br>Monitoring   | Improved EOY<br>assessments   |
| Implement a comprehensive school counseling program   | SEL Courses                       | Campus Principals<br><br>SEL Teachers<br><br>Campus Counselor        | 2020 - 2021<br>School Year<br><br>SEL strategies<br>observed<br>throughout the<br>campus                     | Increased student<br>morale   |
| Provide information to elementary, junior high, and high school students and parents about the following: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid opportunities and sources of information</li> <li>The need for students to make informed curriculum choices to be prepared for success beyond high school</li> </ul> | College promotion days            | Campus Principals<br><br>Campus Personnel                            | 2020 - 2021<br>School Year<br><br>High percentage<br>of staff<br>participate in<br>college<br>promotion days | Students begin to<br>participate in<br>college promotion<br>days as well. |
| Provide a program to encourage parental involvement at the campus   | Parent Volunteers,<br>Chaperones, | Campus Principals<br><br>Volunteer Coordinator<br><br>ESL Specialist | 2020 - 2021<br>School Year<br><br>Parents are<br>encouraged to<br>participate in<br>school activities        | Parental<br>participation in<br>appropriate school<br>activities          |
| <b>Elementary and Junior High Campuses</b>  |                                   |  |  |   |
| For elementary and junior high campuses, set goals and objectives for the coordinated health program at the campus  | Physical Education through PE     | Campus Principals<br><br>PE Teachers                                 | 2020 - 2021<br>School Year<br><br>Variety of PE/   | Variety of PE<br>activities<br>throughout the<br>school year              |

## Title I Schoolwide Program Elements

Increase student achievement, involve the school community in the design of the schoolwide plan, and actively engage families in opportunities available at the campus by ensuring compliance with the three elements of the federal Every Student Succeeds Act: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement activities.

| Title I Schoolwide Elements  | Steps in Action Plan, and/or Implementation Method   |
|--|--|
| <b>Element 1: Comprehensive Needs Assessment (CNA)</b>   |  |
| The campus conducts a CNA of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing or at-risk of failing.  | Create a needs assessment committee<br>Target groups of students for additional academic assistance and create leveled classes   |
| <b>Element 2: Campus Improvement Plan (CIP)</b>  |  |
| The campus develops CIP with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.   | Create a school-family-student compact to actively involve the whole family in a student's learning; Form a Campus Improvement Team that includes representatives from each grade level along with office staff. |
| The campus ensures the CIP is available to parents and the community (English and Spanish).  | CIP will be translated and posted on the BISD web page for public viewing.   |
| The campus implements steps in the action plan to provide opportunities for all children, including each of the subgroups of students to meet academic standards.  | Objective 1.3, page 9  |
| The campus uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.             | Objective 1.3 and 1.4, page 7  |
| The campus addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting academic standards.   | Objective 1.1 and 1.2, page 8  |
| <b>Element 3: Parent and Family Engagement (PFE)</b>   |  |
| The campus jointly develops with parents and family members of participating children a written PFE policy, agreed on by such parents.   | PFE on page 15-16  |
| The campus notifies parents of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand (English and Spanish).  | Objective 4.1, 4.2, and 4.3<br>Translated document will also be available on the campus website and be sent home. School-Parent Compact page 17-18   |
| The campus makes the PFE policy available to the local community and updates it periodically to meet the changing needs of parents and the school.   | PFE on pages 15-16<br>Objective 4.1<br>Campus website  |
| The campus offers a flexible number of meetings, such as in the morning and evening, to inform parents of the school's participation in a Schoolwide Program, to explain the requirements and the rights of parents to be involved, and to provide family engagement activities as outlined in the PFE policy.                     | Campus website and use of email and remind to inform parents<br>Objective 4.1  |
| The campus jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. | School-Parent Compact page 17-18   |

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## O'Bryant Intermediate

### ESSA Parent and Family Engagement Policy

#### Statement of Purpose

O'Bryant Intermediate (OBI) is committed to providing quality education to every student in the school. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. OBI intends to include parents and family members in all aspects of the school's Title I programs to create a school-home partnership that will promote student success. OBI believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child. OBI is a schoolwide Title I campus which allows all students the opportunity to benefit from the programs funded by Title I.

#### Annual Meeting

OBI will hold an annual meeting in the fall semester at a convenient time to which all parents will be invited and encouraged to attend. The purpose of this meeting is to inform parents of OBI's participation in Title I, the Title I requirements, and the right of parents to be involved.

#### Opportunities for Parent/Family Involvement

Parents/Families can become involved in their children's education in various ways. OBI values both the at-home contributions of parents/families and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. OBI will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Invite parents/families to contribute through volunteer programs;
- Invite parents to participate in parent-teacher conferences;
- Invite parents/families to help plan and conduct parties;
- Invite parents/families to participate by attending school meetings at a variety of times;
- Invite parents/families to serve on committees;
- Survey parents/families to get their input about school;
- Invite parents/families to eat meals with their children at school;
- Invite parents/families to speak about careers at Career Day;
- Invite parents/families to join us for school programs;
- Invite parents/families to participate in school and classroom activities;
- Invite parents/families to join and participate in Parent Teacher Organization activities
- Invite parents/families to participate in Watch D.O.G.S. (Dads of Great Students).

## **Parent Communication**

Parents will receive timely information about school activities through various avenues of communication throughout the school year. OBI will ensure that information related to school and parent/family programs, meetings, and other activities is sent to parents/families in a format and, to the extent practicable, in a language the parents can understand. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. Parents will receive daily communication through the student planner/assignment notebook. OBI will offer a flexible number of meetings to parents, such as morning and evening, to accommodate the needs of the parents in order to encourage full parent involvement with their student's academic success. These meetings will be in the form of Parent-Teacher conferences, Title I Annual Meeting, ESL Family FIESTA meetings, and PTO meetings. At these meetings and at other times when requested, parents/families will have opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. OBI will welcome and respond to any such suggestions as soon as practicably possible.

Whenever requested and at meetings such as those described above, parents will be informed of the OBI curriculum as established by the TEKS Resource System and any instructional materials utilized by teachers. They will also be provided a description of the forms of academic assessment used at OBI which include teachers administering benchmarks at various times throughout the school year to monitor student performance and to use the data to address instructional interventions and needs. Teachers and staff will provide parents with assistance in how to monitor their children's progress and how to work with the teachers to improve the achievement of their children. Students will be assessed through state assessment, the STAAR test, during the year and parents will be notified of those testing days, requirements, and the achievement level of their students on the state academic standards.

## **Coordinate Services**

OBI will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the campus and if necessary, integrating strategies into the Campus Improvement Plan.

## **Evaluation and Response**

Parents and families will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by OBI. OBI will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The OBI Site-Based Decision Making Committee which is comprised of school personnel, parents, and community members will meet throughout the year, as necessary, using these findings for the planning, review, and improvement of the OBI Parent and Family Engagement Policy and the Campus Improvement Plan including any reasonable support for parental involvement activities requested by parents. The district and OBI will welcome and receive at any time recommendations about the Title I program. If the Campus Improvement Plan is not satisfactory to parents, OBI will submit any parent comments on the plan when the school makes the plan available to the district. If necessary, workshops or other training will be made available to educators and parents to address these identified needs. Parents will be notified about materials and training provided to help parents work with their children to improve their children's achievement, such as in literacy and technology. OBI, with assistance from the district, will provide training that educates teachers, specialized instruction support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## O'Bryant Intermediate School - Family - Student COMPACT

As a School, we will:

- Work to help students learn what they need to learn in order to move to the next grade level.
- Assign homework that goes along with what is being taught in the classroom.
- Offer special help and enough time to students who progress at different rates.
- Set firm but fair safety and discipline rules.
- Work to keep parents informed about their child's progress and offer ways for parents to be involved in their child's education

As a Family, we will:

- Discuss the importance of properly completing work at school as well as work at home.
- Keep the line of communication between home and school open by supporting school events, school conferences and resolving conflicts through the proper channels.
- Explain to our child the consequences of not attending school, disobeying rules and not following procedures.

As a Student, I will:

- Attend school on time with a positive feeling about myself and with respect for others and their property.
- Learn and follow the rules made by the school and the teachers.
- Complete assigned work promptly.

TEACHER: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## O'Bryant Intermediate Escuela - Familia - Estudiante PACTO ENTRE

### Como Escuela, nosotros:

- Trabajaremos para ayudarle al estudiante a aprender lo necesario para que esté listo para el siguiente grado.
- Asignaremos tareas que tengan que ver con lo que se está enseñando en clase.
- Ofrecemos ayuda especial y tiempo suficiente para los estudiantes que les sea difícil progresar.
- Pondremos reglas de disciplina justas y seguras.
- Trabajaremos para mantener a los padres informados acerca de los grados, resultados de exámenes, y de maneras en que puedan ayudar a su hijo/a.

### Como Familia, nosotros:

- Conversaremos acerca de la importancia de completar sus tareas apropiadamente, en casa y en la escuela.
- Mantendremos una línea de comunicación entre casa y escuela apoyando eventos especiales, conferencias de escuela, y soluciones a conflictos que pueda haber.
- Le explicaremos a nuestro hijo/a las consecuencias de no atender a la escuela, de desobedecer las reglas, y de no seguir el procedimiento que se le indique.

### Como Estudiante, Yo:

- Estaré a tiempo en la escuela con un sentir positivo de mi mismo y con respeto hacia otros y sus propiedades.
- Aprender y seguir las reglas que la escuela y las maestras han puesto.
- Completare mis tareas con prontitud.

MAESTRA: \_\_\_\_\_

PADRE/TUTOR: \_\_\_\_\_

ESTUDIANTE: \_\_\_\_\_

FECHA: \_\_\_\_\_