

# BELLVILLE

**INDEPENDENT SCHOOL DISTRICT**

## O'Bryant Intermediate Campus Improvement Plan



**2021-2022**

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## **LEADERSHIP**

### **BOARD OF TRUSTEES**

Grant Lischka - President  
Vince Ruffino - Vice President  
Kenneth Stein - Secretary  
Jim Batson  
Sarah Buenger  
Andy Murrell  
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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 Inclusive Learning & Innovation  
Brian Reid - Director of Technology  
Alyssa Werner - Child Nutrition Director  
Tiffany Soto - Transportation Director  
Amber Klausmeyer - Accounting Director  
JD Higginbotham - Maintenance Director

### **CAMPUS ADMINISTRATION**

James Dristas - 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  
Capps, Karen - Assistant Principal/Counselor  
Lockett, Suzanne - School Nurse  
Laura Klovenski - Teacher  
Megan Freitag - Teacher  
Melissa Durham - Teacher  
Julie Sitzman - Teacher  
Sandra Newman-Teacher

# 2021 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 2021-2022 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

<b>Campus Attendance</b>  <b>97.0%</b>	<b>District Graduation Rate</b>  <b>98.3%</b>
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\*TAPR 2019-2020

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

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
264	287	296	303	284

### 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
33.45%	10.56%	53.17%	0.00%	0.70%	0.00%	2.11%

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

English Learners	Special Education	Economically Disadvantaged	Dyslexia	Homeless	Foster Care	Gifted and Talented	At Risk
10.92%	16.20%	49.65%	10.56%	0.00%	0.00%	11.27%	24.65%

## 2019 ACCOUNTABILITY HIGHLIGHTS

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

### 2019 ALL TEST, ALL GRADES

% APPROACHES GRADE LEVEL  <span style="font-size: 2em; font-weight: bold;">72</span>	% MEETS GRADE LEVEL  <span style="font-size: 2em; font-weight: bold;">44</span>	% MASTERS GRADE LEVEL  <span style="font-size: 2em; font-weight: bold;">21</span>
DISTRICT AVERAGE  <span style="font-size: 2em; font-weight: bold;">79</span>	DISTRICT AVERAGE  <span style="font-size: 2em; font-weight: bold;">49</span>	DISTRICT AVERAGE  <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 ✗ - 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 2021-2022 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

# 2021-2022 IMPROVEMENT PLAN - ACTION ITEMS

<b>1 LEARNING</b> Develop and attain local standards for high levels of integrated learning and performance.				
We learn through <b>experiences</b> that are purposeful and challenging.				
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 Teachers Auxiliary and office personnel	Proposed 2021-2022 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 Teachers Auxiliary and office personnel	Proposed 2021-2022 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.
We learn through <b>relationships</b> built on trust and respect.				
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 2021-2022 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 2021-2022 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 2021-2022 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 2021-2022 school year pending COVID	The students will attend the planned field trips and gain knowledge in STEM fields

We learn through <b>ownership</b> with accountability and feedback.				
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 2021-2022 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 2021-2022 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 2021-2022 school year pending COVID	Creation of the team
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.

## 2 LEADERSHIP

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 AP Counselor	June 2021 - 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 AP Counselor	July 2021 - 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 2022- 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 2022	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 2021 - 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	2021 - 22 School Year - Spotighting student work throughout the school.	Successful spotlight at board meeting
Objective 2.5: Be intentional in ensuring all work of the campus supports the established vision, goals, and policies of the BISD Board of Trustees				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Ensure that all staff know and understand the vision, goals and policies of the Board	Board Visions, Goals, and Policies	Administration	Ongoing	Clearly communicate the vision, goals, and policies throughout the year to the campus.

# 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 Teacher meetings Hard Copy surveys	Principal, Assistant Principal, Counselor, Faculty Club Sponsor	October 2021 - Creation and delivery of digital surveys	Digital survey responses
OBI Faculty Club Luncheons Teacher car wash days	Faculty Club Activity Account	Principal, Assistant Principal, Counselor	September 2021 - 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	2021 - 22 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 2021 - 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 2021- 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 2021 - Department level surveys returned	Actionable information to direct PD planning
Specialized PD plans at the department level	Teacher Surveys Department Head meetings. Planned Teacher /Principal meetings	Chief Academic Officer, Principal, Assistant Principal, Department Heads	May 2022 - Departments have summer exchange days/PD tailored to their needs	Feedback from staff on PD plans
Objective 3.6: 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 2022 - 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

## 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 2021 - Committee members selected, meetings are scheduled	June 2022 - 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: 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
Objective 4.3: Foster support from Bellville ISD Education Foundation and engage Alumni in meaningful ways.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Support work and fundraising for BISD Education Foundation and implement a plan of action for positive impact on students and staff.				

## 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	2021 - 2022 School Year  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  Social Emotional Learning  Bullying and Drug Free promotion  Response to Intervention	Campus Principals  Campus Counselor  Dyslexia Teachers  RISE Staff  Classroom Teachers	2021 - 2022 School Year  Methods observed throughout the school day	Positive campus climate
Integrate technology in instructional and administrative programs	Technology  Local Funds  ESSA Funds	Campus Principals  Classroom Teachers  Director of Technology	2021 - 2022 School Year  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  RISE  Local Funds	Campus Principals  Classroom Teachers  RISE Staff	2021 - 2022 School Year  Students working towards earning PRIDE tickets and prizes	Positive campus climate
Provide staff development for professional staff	Multimedia Resources	Campus Principals  Campus Counselor  Chief Academic Officer	2021 - 2022 School Year  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  Local Funds	Campus Principal  Pathway Teachers  CTE Teachers	2021 - 2022 School Year  E.P. Course Enrollment  CTE Fair Attendance	Increased student awareness of career opportunities.

Provide accelerated education opportunities for students that are at-risk	RTI	Campus Principal RTI Coordinator  RTI Teachers	2021 - 2022 School Year Progress Monitoring	Improved EOY assessments
Implement a comprehensive school counseling program	SEL Courses	Campus Principals  SEL Teachers  Campus Counselor	2021 - 2022 School Year  SEL strategies observed throughout the campus	Increased student 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  Campus Personnel	2021 - 2022 School Year  High percentage of staff participate in college promotion days	Students begin to participate in college promotion days as well.
Provide a program to encourage parental involvement at the campus	Parent Volunteers, Chaperones,	Campus Principals  Volunteer Coordinator  ESL Specialist	2021 - 2022 School Year  Parents are encouraged to participate in school activities	Parental participation in appropriate school 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  PE Teachers	2021 - 2022 School Year  Variety of PE/	Variety of PE activities throughout the 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 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 Translated documents 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 Objective 4.1 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 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: \_\_\_\_\_