

BELLVILLE

INDEPENDENT SCHOOL DISTRICT

O'Bryant Primary Campus Improvement Plan



2023-2024

BELLVILLE INDEPENDENT SCHOOL DISTRICT

LEADERSHIP

BOARD OF TRUSTEES

Sarah Buenger - President
Grant Lischka - Vice President
Kenneth Stein - Secretary
Jim Batson
Jared Lischka
Heather Novicke
Regina Gillum
Jaylen Tesch - Student Member

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 - Chief Operations Officer
Matthew Mahlmann - Director of Future Readiness
Kandis Krueger - Director of Inclusive Learning
Brian Reid - Director of Technology
Alyssa Werner - Child Nutrition Director
Holly Cox - Transportation Director
Amber Klausmeyer - Accounting Director
JD Higginbotham - Maintenance Director

CAMPUS ADMINISTRATION

James Dristas - Principal, Bellville High School
Daniel Symm - Principal, Bellville Junior High
Karen Fishbeck - Principal, O'Bryant Intermediate
Tiffany Nipp - Principal, O'Bryant Primary
Tony Hancock - Principal, West End Elementary

BELLVILLE INDEPENDENT SCHOOL DISTRICT

LEARNERS TODAY. LEADERS TOMORROW.

MISSION/PURPOSE:

EMPOWER INDIVIDUALS THROUGH THEIR UNIQUE GIFTS & INTERESTS BISD, as the center of public education in our community, partners with students, staff, parents, and community to cultivate relevant learning experiences so that each individual is empowered by their unique gifts and interests.

VISION

GROW OUR ABILITIES TO POSITIVELY CONTRIBUTE

We learn through work and experiences that are purposeful, meaningful, and challenging to grow ourselves and our abilities to positively contribute to the world around us.

THE BELLVILLE WAY

FAMILY. TRUST. HIGH EXPECTATIONS.



LEARNING

Develop and attain local standards for high levels of integrated learning and performance.



LEADERSHIP

Foster a connected, collaborative, and strategic approach to continuous improvement for the district.



CULTURE

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



COMMUNITY

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

BELLVILLE ISD

LEARNERS TODAY. LEADERS TOMORROW.

WE LEARN

- through **experiences** that are purposeful & challenging;
- through **relationships** built on trust & respect;
- through **ownership** with accountability & feedback.

BELLVILLE ISD PORTRAIT OF A LEARNER



RECOGNIZES AND APPLIES UNIQUE GIFTS & STRENGTHS

The BISD learner discovers personal gifts and strengths through exposure and exploration and applies them in their work and service.



VALUES LEARNING & PERSONAL GROWTH

The BISD learner has the desire and ability to: learn, adapt, take risks, persevere, and respond constructively to feedback.



THINKS CRITICALLY & CREATIVELY

The BISD learner masters academic objectives by employing critical, creative, and innovative thought in their work.



EXHIBITS KINDNESS & CHARACTER

The BISD learner is kind and empathetic, and has a strong sense of ethics reflective of the values of our families, district, and community.



DEMONSTRATES DRIVE & PERSONAL RESPONSIBILITY

The BISD learner is inspired to dream without limits and driven to set and achieve goals; believing oneself to be capable of success.



LEADS & COMMUNICATES EFFECTIVELY

The BISD learner leads and communicates with purpose, and effectively forms relationships built on trust and respect.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

O'BRYANT PRIMARY ADVISORY COUNCIL

MEMBERS

Tiffany Nipp, Principal
Dawn Givan, Assistant Principal
Emily Neumann, Counselor
Kim Gonzales, Special Education teacher
Shannon Froebel, Teacher
Ashley Walling, Teacher
Sandra Sands, Support Staff Representative
Tybreanna Holbert, Support Staff Representative
Jill Brandt, Business/Community Representative
Hillary Hargis, Parent
Virginia Guillen, Parent

2023 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 2023-2024 school year. These data and input sources included:

- State assessment results- STAAR and TELPAS
- 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
- MAP Data

DATA ANALYSIS

Campus Attendance 95.5%	District Graduation Rate 99.4%
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*TAPR 2021-2022

Enrollment (as of PEIMS Snapshot in late October)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
560	552	543	546	546

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
35.2%	7.5%	52.7%	0.00%	0.4%	0.5%	3.7%

Special Populations (as of PEIMS Snapshot in late October)

Emergent Bilingual	Special Education	Economically Disadvantaged	Dyslexia	Homeless	Foster Care	Gifted and Talented	At Risk
14.3%	16.3%	54.6%	5.9%	0.4%	0.00%	5.9%	40.1%

2022 ACCOUNTABILITY HIGHLIGHTS

OVERALL CAMPUS RATING NR*		
STUDENT ACHIEVEMENT C	SCHOOL PROGRESS NR*	CLOSING THE GAPS NR*

*NR - Not Rated: Senate Bill 1365

2022 ALL SUBJECTS, ALL GRADES, ALL STUDENTS

% APPROACHES GRADE LEVEL 71	% MEETS GRADE LEVEL 37	% MASTERS GRADE LEVEL 14
DISTRICT AVERAGE 73	DISTRICT AVERAGE 43	DISTRICT AVERAGE 18

SCHOOL PROGRESS**

**This Campus is not rated for Academic Growth

(ELA/Reading and Math)

	Did Not Meet Grade Level Current Year		Approaches Grade Level Current Year		Meets Grade Level Current Year		Masters Grade Level
	Did Not Meet Progress	Met or Exceeded Progress	Did Not Meet Progress	Met or Exceeded Progress	Did Not Meet Progress	Met or Exceeded Progress	Progress Not Applicable
Did Not Meet Prior Year	-	-	-	-	-	-	-
Approaches Grade Level Prior Year	-	-	-	-	-	-	-
Meets Grade Level Prior Year	-	-	-	-	-	-	-
Masters Grade Level Prior Year	-	-	-	-	-	-	-

CLOSING THE GAPS

✓ - Met Target ✗ - Did Not Meet Target	Met Grade Level Reading (%)	Met Grade Level Math (%)	Met College, Career, & Military Readiness (%)
All Students	35 ✗	38 ✗	n/a
African American	n/a	n/a	n/a
Hispanic	27 ✗	18 ✗	n/a
White	44 ✗	51 ✗	n/a
Two or More Races	n/a	n/a	n/a
Economically Disadvantaged	22 ✗	23 ✗	n/a
Emergent Bilingual (Current & Monitored)	n/a	n/a	n/a
Students Receiving Special Education Services	30 ✓	37 ✓	n/a
Students Formerly Receiving Special Education Services	n/a	n/a	n/a
Continuously Enrolled	35 ✗	34 ✗	n/a
Non-Continuously Enrolled	35 ✗	47 ✓	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 training
- Small group/differentiated instruction
- Intervention training (MTSS/RTI)
- Additional Curriculum Training

SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS)

Below is a non-inclusive list of needs considered for the 2023-2024 O'Bryant Primary Campus Improvement Plan

- TEKs based district wide high qualify instructional materials
- Schoolwide programs and initiatives
- Increased support in Reading and Math for our Hispanic and Economically Disadvantaged students
- Increased support for Emergent Bilingual students with language acquisition

2023-2024 IMPROVEMENT PLAN - ACTION ITEMS

1 LEARNING Develop and attain local standards for high levels of integrated learning and performance.				
We learn through experiences that are purposeful and challenging.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Meet in ECTs weekly to discuss student learning and plan for instruction	ESC 6, Texas Lesson Study, BISD Curriculum Documents, HQIM, TEKS Resource System, Teacher Input, Campus Administrators, data, RSSP	Chief Academic Officer, Principals and Assistant Principals, Instructional Strategist, Instructional Coaches, Department Team Leaders	August 2023 -ECT Protocols updated May 2024 - Evidence of ECT Meetings	Increased student growth and achievement
Support and train staff in the use of integrated curriculum	Campus Personnel Google Classroom	Campus Personnel, Campus Principals, Chief Academic Officer	2023-2024 School Year	Staff is trained in strategies that support personalized learning.
K-5 Math and RLA teachers will develop curriculum maps (YAGs & Unit Plans) to create meaningful learning experiences.	BISD YAGs and Unit Plans, HQIM Resources	Chief Academic Officer, Instructional Strategist, Instructional Coaches, Teachers, Administrators,	June through December 2023 - YAGs and Unit Plans developed.	YAGs, Unit Plans, and EOUs in place and utilized
Plan, develop, and implement Brahma Learning Excursions which consist of out-of-district student learning experiences intentionally aligned to real-world exposure and relevant learning (PK-12).	Brahma Learning Excursions District Advisory Team, Campus and District Leaders, Bellville Education Foundation, RSSI	Principals, Chief Academic Officer, Director of Future Readiness, Librarians	August 2023 - Refine and implement plan for PK-8 experiences & JH/HS College Visits June 2024 - Develop plan for 9-12 experiences for 24-25 implementation June 2024 - Plan and Develop PK-5 PBL for implementation in 24-25	Evidence of Committee meetings to develop plan for Brahma Learning Excursions Feedback from students and parents for PK-8 Brahma Learning Excursions & JH/HS College Visits Evidence of PK-5 plan for PBL
We learn through relationships built on trust and respect.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Continue to host parent conferences PK-5 & continue student participation in ARD and 504 meetings	Student Work Samples, Benchmark Data	Principals, Teachers, Director of Inclusive Learning	Fall 2023, Spring 2024 PK-5 Parent Teacher Conferences & Annual ARD Meetings	Increase parent engagement
Develop capacity and increase School-Home Connections.	Campus Retreats, The Bellville Way culture documents	Principals, Teachers	August 2023 Opportunities available for staff to connect with parents and build relationships	Positive School-Home Relationships

Fully incorporate Character Education across all campuses	Chief Academic Officer, Character Education Curriculums, PE Teachers	Director of Inclusive Learning	August 2023 - Plan to Implement Character Education Curriculum is developed	Positive student feedback
Implement Brahma PRIDE expectations consistently across classrooms and campuses K-5; Develop PRIDE expectations 6-12	Brahma PRIDE Implementation Guide	Chief Talent Officer, Principals, Assistant Principals, Campus Staff	August 2023- Training November 2023-Behavioral Pulse Check w/ Admin & PRIDE Teams	End of year survey results for Character & Kindness and Drive & Personal Responsibility + Decreased Office Referrals
We learn through ownership with accountability and feedback.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Implement common instructional strategies	ECTs, Teacher Leaders, Instructional Strategist, Chief Academic Officer, BISD Walkthrough Tool	Principals, Instructional Coaches	December 2023 - Evidence of Common Instructional Strategies as observed through walk-throughs; Evidence of discussions of Student-Centered Teaching in ECTs	Increased student-centered learning as reflected in Strengths & Interests and Drive & Personal Responsibility Survey Data
Increase use of data to inform instruction and set individual student growth goals.	Instructional Strategist, Chief Academic Officer, MAP, Director of Technology, RSSP	Instructional Strategist, Instructional Coaches, Principals	September 2023- Data discussions regarding student data and practices for setting goals with students April 2024-Data discussions regarding individual student growth	Increases in students' MAP scores from beginning of the year to end of the year.
Get and give direct feedback on instructional effectiveness inclusive of administration and peer observations	BISD Learning Walks & Data Tool	Superintendent, Chief Academic Officer, Instructional Strategist, Instructional Coaches, Principals & Assistant Principals	September 2023-April 2024 conduct a minimum of 5 instructional walks per week (campus leaders) and 1 round of instructional walks per month per campus (district Admin)	Instructional Walk Data noting an increase in frequency of use of effective instructional practices from beginning of the year to end of the year.
BISD will continue Universal Benchmarks for K-10 in the areas of reading, math, and science	NWEA MAP System	Chief Academic Officer, Instructional Strategist, Principals, Teachers	September 2023 - First MAP Growth Testing Window complete May 2024 - MAP Growth and Fluency Administrations are complete	Analyze data and informing instruction to meet the needs of out students
Refine and pilot updated version of a grading & reporting system in BISD that provides timely and meaningful feedback to students and parents regarding students' progress toward mastery of identified standards and skills	Campus and District Leaders, Campus Instructional Staff	Chief Academic Officer, Principals, Teachers	August 2023 - Expansion to K-5 grade levels and pilot in 6-12 March 2024 - Input of teachers and campus leaders on implementation to inform future refinement	Development and publication of Implementation/Action Plan

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
Improved ratings on Local Accountability Plan	TEA Local Accountability Plan & Local Data Measures	Principal Assistant Principal Counselor Teachers	Mid-Year GAP Reflections & MAP Growth	End-of-Year Summative Local Accountability Data & Ratings
Conduct ongoing workshops and meetings with campus leaders and staff to train and update on current leadership best practices.	Multimedia resources	Campus Principal Assistant Principal Campus Counselor	2023-2024 School Year Meeting Schedule	Improved leadership strategies among teachers.

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 PTO	Campus Principals Technology Staff Maintenance Staff	2023-2024 School Year Inventory of classroom furniture and technology Monthly Maintenance Walks	All students and teachers have necessary furniture, technology and supplies

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
Ensure that campus budgets are allocated appropriately to meet the needs of staff and students.	Campus Budgets	Campus Principals	2023-2024 School Year Balanced Budgets	All funding is spent appropriately and needs are met.

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
Create presentations to showcase campus successes during spotlights at board meetings.	Campus staff and students	Campus Principal Campus Staff	2023-2024 School Year Spotlighting student work throughout the school.	Successful spotlight at board meeting

Objective 2.5: Be intentional in ensuring all work of the District supports the established vision and goals				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Quarterly meetings with all staff including grade level, content, office staff and instructional aides.	Campus Staff	Campus Principal Campus Staff	2023-2024 School Year Meeting Agendas and notes	BISD vision, goals and policies are present in all aspects of campus.
Bimonthly meetings with team leaders.	Team Leaders	Campus Principals Team Leaders	2023-2024 School Year Meeting Agendas and notes	BISD vision, goals and policies are present in all aspects of 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
Seek and respond to input from staff regarding the ways in which they want to be valued.	Digital Surveys	Campus Principals	October 2023 Creation and delivery of digital surveys	Digital survey responses
Create traditions of campus wide celebrations	Campus Budget PTO	Campus Principals Sunshine Committee PTO	2023-2024 School Year Monthly activities	Attendance of campus personnel

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 IV Central Office Staff Universities	Chief Talent Officer Campus Principals	2023-2024 School Year Select opportunities to attend job fairs	Attend job fairs and recruit highly qualified teachers.
Develop partnerships with paraprofessionals to become certified teachers	Local Funds	Superintendent Chief Academic Officer Campus Principals	2023-2024 School Year Number of partnerships created	Number of paraprofessionals that become certified teachers

Continue to establish diverse interview committees and work to hire the "Ideal Team Player"	Campus Interview Team	Campus Principals	2023-2024 School Year Interview process and questioning	Number of "OBP family" teachers 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
Implement efficient processes to receive, consider and respond to staffing needs and requests.	Campus Budget District Personnel	Campus Principals	2023-2024 School Year All campus positions are filled on a constant basis	Positive campus culture
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 observing teachers to learn and receive feedback	Campus personnel	Campus Personnel	2023-2024 School Year Scheduling discussions during team meetings	Culture of openness and collaboration is created
Plan regular team meetings with grade levels, paras, PBIS and various committees.	Campus Data	Campus Principals	2023-2024 School Year Meeting dates set on calendar	Meeting Sign-in sheets
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
Create a culture of providing timely and meaningful feedback to all staff regarding performance, goals, and growth.	Learning Walk Feedback Cards, Learning Walk Feedback Conferences; Staff 1:1 Feedback Conferences, BISD GAP Process; ECT's w/ feedback in relation to progress toward goals	Superintendent, Chief Academic Officer, Chief Talent Officer, Principals, Directors (All Supervisors and Leaders)	August 2023- Roll out of Learning Walk Feedback Processes at Campus Level; Weekly/Monthly ECT Meetings MOY/EOY GAP Conferences	EOY Staff Survey Data, Learning Walk Instructional Data, Google Form Feedback Data, Retention Rates, and Exit Survey Data; & PD Reflection Data
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
Teach and model Brahma PRIDE and character education to our students	Campus Personnel PBIS Curriculum Character Strong Curriculum	Campus Principals Campus Counselor Classroom Teachers	2023-2024 School Year Students are aware of PRIDE expectations and character strategies Ongoing check-in & reset days throughout the year.	Improved student culture and behavior

Ensure all new families are welcomed and connected to supports in our community	Student Leaders, Campus Leaders, Parent Leaders	Superintendent, Chief Talent Officer, Principals	September 2023-Host "Welcome to the Brahma Family" orientations at each campus for families who are new to Bellville.	End of Year Survey Data - Exhibits Character & Kindness
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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
Increase membership in the PTO organization with a membership drive	PTO Officers	PTO Officers, Campus Principals, Teachers	August 2023 Identify all current parent and community members belonging to OBP PTO.	Greater percentage of parental and teacher membership in PTO
Invite family members and other to lunch for special occasions	PTO and/or Principal Newsletters, Remind and notes sent home	Teachers, Students and Campus Principals	2023-2024 School Year Sign-in logs/Raptor	Sign-in logs/Raptor
Encourage parental participation during Field Day activities and school programs	Phone calls, notes sent home, PTO and/or Principal Newsletters, Remind	PTO and PE Teachers	May 2024 Parents volunteer to assist with Field Day, parent sign-in forms for programs	Parents participating during Field Day
WatchDOG Dad program	PTO Local funds	Campus Principal Assistant Principal Counselor	2023-2024 School Year Schedule for the dads Sign-in logs/Raptor	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 Principal newsletters and social media for communication purposes	All local media outlets	Principal Classroom teachers	2023-2024 School Year Announcements, student recognition, newspaper articles, Principal Newsletters	Better communication between school and community.
Campus Open House (fall and spring)	Community/Parents and Staff	Teachers and Campus Principals	September and January	Sign In Sheets/Parent Attendance
Teachers will invite community/parent readers to their classrooms	Community/Parents	Classroom Teachers	2023-2024 School Year List of readers to classroom	Increased involvement of classroom readers

WATCH D.O.G.S. Program on campus	PTO and Local Funds	Campus Principal, Counselor, PTO	2023-2024 School Year Volunteer sign-up sheet, roster and logs	Volunteer logs, volunteers in place as often as possible
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.	Education Foundation, Community	Campus Principals, Counselor, Education Foundation	2023-2024 School Year List of grade level field trips. Two trips per grade level.	Increase in Education Foundation spending towards students and staff school experience

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
District and All Campuses				
Vary instructional methods for addressing the needs of student groups not achieving their full potential	Curriculum Resources RTI (MTSS) Interventionists	Campus Principals MTSS Interventionists	2023-2024 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"> • Suicide prevention programs • Conflict resolution programs • Violence prevention programs • Dyslexia treatment programs • Dropout reduction programs 	Dyslexia Intervention, Character Education, Bullying and Drug Free promotion, Response to Intervention	Campus Principals, Campus Counselor, Dyslexia Teachers, RISE Staff, Classroom Teachers	2023-2024 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	2023-2024 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	2023-2024 School Year Students working towards earning PRIDE tickets to earn prizes	Positive campus climate

Provide staff development for professional staff	Multimedia Resources	Campus Principals Campus Counselor Chief Academic Officer	2023-2024 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	Community Members Local Funds Guest Presenters	Campus Principal Community Members	2023-2024 School Year Visitor sign-in	Increased student awareness of career opportunities.
Provide accelerated education opportunities for students that are at-risk	RTI (MTSS)	Campus Principal MTSS Interventionists	2023-2024 School Year Progress Monitoring	Improved EOY assessments
Implement a comprehensive school counseling program	Character Education	Campus Principals Classroom Teachers Campus Counselor	2023-2024 School Year Character education 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"> Higher education admissions and financial aid opportunities and sources of information The need for students to make informed curriculum choices to be prepared for success beyond high school 	College promotion days	Campus Principals Campus Personnel	2023-2024 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	PTO (Parent Teacher Organization)	PTO Campus Principals	2023-2024 School Year PTO Meetings	Parent involvement in PTO
Elementary and Junior High Campuses				
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	2023-2024 School Year Variety of PE activities	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
Element 1: Comprehensive Needs Assessment (CNA)	
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.	CNA Summary on page 6
Element 2: Campus Improvement Plan (CIP)	
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.	Objective 4.1, Action 1
The campus ensures the CIP is available to parents and the community (English and Spanish).	Objective 4.3, Action 1
The campus implements steps in action plan to provide opportunities for all children, including each of the subgroups of students to meet academic standards.	Objective 1.1, Action 2 Objective 1.3, Action 2 Objective 1.4, Action 1
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 1.1, Actions 1, 2, 3 Objective 1.2, Actions 1, 2 Objective 1.3, Actions 1, 2 Objective 1.4, Action 1 Objective 4.2, Action 2
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 1.3, Action 1
Element 3: Parent and Family Engagement (PFE)	
The campus jointly develops with parents and family members of participating children a written PFE policy, agreed on by such parents.	PFE on pages 20-21
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 4.3, Action 1 Campus Website
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 20-21 Objective 4.3 Action 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.	PFE on pages 20-21 Objective 4.1 Actions 1, 2, 3, 4
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 on pages 22-23

HIGH QUALITY PK PROGRAM REQUIREMENTS

Ensure that students that attend our district PK program enter Kindergarten with the foundational knowledge and skills to be curious, confident, and successful learners.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
<p>Curriculum Implement a curriculum in PK that addresses:</p> <ul style="list-style-type: none"> • Social & Emotional Development • Language and Communication • Emergent Literacy Reading • Emergent Literacy Writing • Mathematics • Science • Social Studies • Fine Arts • Physical Development and Health • Technology 	Frogstreet Curriculum	<p>Campus Principals</p> <p>Pre-K Teachers</p>	<p>2023-2024 School Year</p> <p>9-weeks report cards</p>	Student growth in curriculum knowledge
<p>Student Progress Monitoring Monitor the progress of PK students in the five primary domains of development:</p> <ul style="list-style-type: none"> • Emergent Literacy--Reading • Emergent Literacy--Writing • Language and Communication • Mathematics • Health and Wellness 	Report Card Assessments	<p>Campus Principals</p> <p>Pre-K Teachers</p>	<p>2023-2024 School Year</p> <p>Report Card Assessments</p>	Final 9-weeks report card reflects knowledge of PK TEKS
<p>Teacher Qualifications Employ PK teachers who are appropriately certified to teach PK and who have one of the following additional qualifications that is early childhood education specific:</p> <ul style="list-style-type: none"> • A Child Development Associate (CDA) Credential • A Montessori Certification • At least eight years of experience teaching in a nationally accredited child care program • A degree in early childhood education (ECE), or early childhood special education or a non-early childhood education degree with at least 15 units of ECE-specific coursework • Documented completion of the Texas School Ready (TSR) - Comprehensive training program • A currently employed PK teacher who completed 150 cumulative hours of documented professional development relevant to early childhood education (half of the professional hours must include interaction with an instructional coach) • A currently employed PK teacher who completes 30 hours of documented professional development relevant to early childhood education annually until 150 hours are completed (half of the professional hours must include interaction with an instructional coach) 	<p>Region VI</p> <p>Universities</p> <p>Central Office Staff</p> <p>Frogstreet Conference</p>	<p>Campus Principals</p> <p>Chief Talent Officer</p> <p>Pre-K Teachers</p>	<p>2023-2024 School Year</p> <p>Select opportunities to attend job fairs</p> <p>Addend Frogstreet conference in person or virtually</p>	<p>Attend job fairs and recruit highly qualified teachers</p> <p>Continuous professional development for highly qualified teachers</p>

<p>Family Engagement Plan Develop, implement, and make available on the web a Family Engagement Plan with the following six components:</p> <ul style="list-style-type: none"> • Facilitating family-to-family support • Establishing a network of community resources • Increasing family participation in decision-making • Equipping families with tools to enhance and extend learning • Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks • Evaluating family engagement efforts and using evaluations for continuous improvement 	<p>Campus website</p> <p>Social Media</p>	<p>Campus Principals</p> <p>Campus Personnel</p>	<p>2023-2024 School Year</p> <p>Newsletters</p> <p>Newspaper and social media article</p> <p>parent sign-ins</p>	<p>Increased family engagement throughout the school year</p>
<p>Teach to Student Ratio</p> <p>Attempt to maintain an average ratio in any PK class of not less than one certified teacher or teacher's aide for every 11 students.</p>	<p>Local Funds</p>	<p>Campus Principals</p>	<p>2023-2024 School Year</p> <p>Low Teacher to Student ratios</p>	<p>Low Teacher to Student ratios</p>
<p>Program Evaluation</p> <p>Select and implement appropriate methods for evaluating the PK program by measuring student progress and making results of the program evaluation available to parents.</p>	<p>9-weeks report cards</p>	<p>Campus Principals</p> <p>Pre-K Teachers</p>	<p>2023-2024 School Year</p> <p>9-week report card assessments</p>	<p>EOY report card</p>

BELLVILLE INDEPENDENT SCHOOL DISTRICT

O'Bryant Primary

ESSA Parent and Family Engagement Policy

Statement of Purpose

O'Bryant Primary (OBP) 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. OBP 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. OBP believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child. OBP is a schoolwide Title I campus which allows all students the opportunity to benefit from the programs funded by Title I.

Annual Meeting

OBP 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 OBP'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. OBP 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. OBP 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 join us for school programs;
- Invite parents/families to participate in school activities, classroom activities, and field trips;
- 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. OBP 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 student daily folders. OBP 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. OBP 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 OBP 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 OBP 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 in third grade 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

OBP 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 OBP. OBP 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 OBP 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 OBP Parent and Family Engagement Policy and the Campus Improvement Plan including any reasonable support for parental involvement activities requested by parents. The district and OBP will welcome and receive at any time recommendations about the Title I program. If the Campus Improvement Plan is not satisfactory to parents, OBP 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. OBP, 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

O'Bryant Primary 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

O'Bryant Primary 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: _____