

BELLVILLE

INDEPENDENT SCHOOL DISTRICT

O'Bryant Primary Campus Improvement Plan



2021-2022

BELLVILLE INDEPENDENT SCHOOL DISTRICT

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BELLVILLE INDEPENDENT SCHOOL DISTRICT

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Jody Minarcik, Business/Community Representative

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

Campus Attendance 95.7%	District Graduation Rate 98.3%
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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
585	601	560	552	543

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
36.28%	9.21%	50.28%	0.18%	0.55%	0.18%	3.31%

Special Populations (as of PEIMS Snapshot in late October)

English Learners	Special Education	Economically Disadvantaged	Dyslexia	Homeless	Foster Care	Gifted and Talented	At Risk
15.65%	17.13%	56.54%	4.97%	0.55%	0.18%	4.60%	58.01%

2019 ACCOUNTABILITY HIGHLIGHTS

OVERALL CAMPUS RATING C		
STUDENT ACHIEVEMENT C	SCHOOL PROGRESS B	CLOSING THE GAPS C

2019 ALL TEST, ALL GRADES

% APPROACHES GRADE LEVEL 78	% MEETS GRADE LEVEL 47	% MASTERS GRADE LEVEL 27
DISTRICT AVERAGE 79	DISTRICT AVERAGE 49	DISTRICT AVERAGE 22

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	-	n/a	n/a	-	n/a	n/a	-	-	n/a	n/a
Approaches Grade Level	-	n/a	n/a	-	n/a	n/a	-	-	n/a	n/a
Meets Grade Level	n/a	-	-	n/a	-	-	-	n/a	n/a	n/a
Masters Grade Level	n/a	-	-	n/a	-	-	n/a	-	-	n/a

CLOSING THE GAPS

✓ - Met Target ✗ - Did Not Meet Target	Met Grade Level Reading (%)	Met Grade Level Math (%)	Met College, Career, & Military Readiness (%)
All Students	47 ✓	47 ✓	n/a
African American	n/a	n/a	n/a
Hispanic	33 ✗	24 ✗	n/a
White	60 ✓	65 ✓	n/a
Two or More Races	n/a	n/a	n/a
Economically Disadvantaged	24 ✗	27 ✗	n/a
English Learners	n/a	n/a	n/a
Students Receiving Special Education Services	n/a	n/a	n/a
Students Formerly Receiving Special Education Services	n/a	n/a	n/a
Continuously Enrolled	48 ✓	45 ✗	n/a
Non-Continuously Enrolled	n/a	n/a	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
- Growth mindset training
- Intervention training (MTSS/RTI)

SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS)

Below is a non-inclusive list of needs considered for the 2021-2022 O'Bryant Primary Campus Improvement Plan

- Looking at the preparation of ECSE students
- Schoolwide curriculum
- Schoolwide programs and initiatives
- Increased support in Reading and Math for our Hispanic and Economically Disadvantaged students

2021-2022 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
Begin to instill in students the traits desired of a BISD graduate as defined by Bellville ISD stakeholders	Campus Personnel Curriculum Resources Character Education	Campus Personnel Campus Principals Counselor	2021 - 2022 School Year	Curriculum is integrated and aligned in order to eliminate duplication.
Support and train staff in the use of integrated curriculum	Campus Personnel Google Classroom	Campus Personnel Campus Principals Chief Academic Officer	2021 - 2022 School Year	Staff is trained in strategies that support personalized learning.
Develop a student portfolio that captures evidence of students' work and progress through their educational journey.	Campus Personnel Google Drive	Campus Personnel Campus Principals	2021 - 2022 School Year	End of Year portfolio portraying student growth throughout the school year.
Reach children at an early age to develop a love for learning (PK-3)	Paraprofessionals Camus Personnel	Campus Principals	2021 - 2022 School Year Enrollment of students for PK and Kindergarten	Enrollment of students for PK and Kindergarten
We learn through relationships built on trust and respect.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Introduce a STEM special to expose students to STEM innovations and real world applications.	Computer lab, Library, Textbooks, Parents and Community members as guest presenters to classrooms	STEM Facilitator Campus Principals	2021 - 2022 School Year Lesson Plans	Increased student awareness of STEM innovations and real world applications.
Introduce an Art special to expose students to the different mediums of art.	Art classroom Art supplies	Art facilitator Campus Principals	2021 - 2022 School Year Lesson Plans	Increased student awareness of art mediums.

Expose students to a variety of job opportunities and skills	Computer lab, Library, Textbooks and Community members as guest presenters to classrooms	Classroom teachers Counselor	Each Semester Lesson Plans Visitor Sign-in	Increased student awareness of career opportunities.
Bring guests of multiple careers to the classrooms	Parents of students and Community members	Classroom teachers Principals	2021 - 2022 School Year Scheduling of guests	Classroom discussion and participation in speaker's visits
We learn through ownership with accountability and feedback.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Incorporate MTSS and enrichment programs throughout the school day	Master Schedule Local Funds	Campus Principals MTSS Teachers	2021 - 2022 School Year Progress monitoring	Improved EOY benchmarks for at-risk students
Teachers will plan together in order to collaborate and be creative with lesson plans.	Campus Personnel Scheduling	Campus Principals Team Leaders	2021 - 2022 School Year Teacher Participation	Meeting Notes and Sign-in
Vertical/Horizontal Curriculum development PLCs 2-4 times per year.	Campus Personnel Campus Principals TEKS Resource System	Team Leaders Campus Principals	August 2020 PLC Meetings on calendars Vertical/Horizontal Curriculum Alignment Plans	Evidence of a plan to drive future curriculum decisions.
Establish a grading and reporting system that provides timely and meaningful feedback to students and parents.	Report Cards Progress Reports Parent Contact	Campus Principals Chief Academic Officer Classroom Teachers	August 2020 Finalized District Grading & Reporting Guidelines	Parent contact logs

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
Increase advancement potential by allowing staff to explore a range of job functions and rolls, such as interning between department positions and levels.	Campus Personnel Local Funds	Campus Principal Campus Personnel	2021 - 2022 School Year Staff Participation	Increase in teachers wanting to hold leadership roles throughout the campus.

Conduct ongoing workshops and meetings with campus leaders and staff to train and update on current leadership best practices.	Multimedia resources	Campus Principal Campus Counselor	2021 - 2022 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	2021 - 2022 School Year Inventory of classroom furniture and technology	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	2021 - 2022 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 Principals Campus Staff	2021 - 2022 School Year Spotlighting 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
Monthly meetings with all staff including grade level, content, office staff and instructional aides.	Campus Staff	Campus Principals Campus Staff	2021-2022 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 2020 Creation and delivery of digital surveys	Digital survey responses
Create traditions of campus wide celebrations	Campus Budget PTO	Campus Principals Sunshine Committee PTO	2021 - 2022 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	2021 - 2022 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	2021 - 2022 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	2021 - 2022 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	2021 - 2022 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	2021 - 2022 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	2021 - 2022 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
Encourage selected staff members to participate in BISD Aspiring Leaders Academy.	Chief Academic Officer Campus Personnel	Chief Academic Officer Campus Principals	2021 - 2022 School Year Number of teachers applying for leadership academy	Full cohort of teachers in leadership academy
Empower staff to take on leadership roles in various campus activities	Campus Personnel	Campus Principals Campus Personnel	2021 - 2022 School Year Rate at which teachers volunteer for leadership roles	Increase in the number of teachers to step into leadership roles.
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 social emotional learning to our students	Campus Personnel PBIS Curriculum SEL Curriculum	Campus Principals Campus Counselor Classroom Teachers	2021 - 2022 School Year Students are aware of PRIDE expectations and SEL strategies	Improved student culture and behavior
Create a student leadership team	Campus Personnel Students	Campus Principals Campus Personnel	2021 - 2022 School Year Student interest in improving leadership skills	Improved student leadership skills

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 2020 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	2021 - 2022 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 2021 Parents volunteer to assist with Field Day, parent sign-in forms for programs	Parents participating during Field Day
Plan ESL Breakfast (FIESTA) for parents 1 or 2 times a nine weeks period.	Local Funds	ESL Specialist Campus Principals	Each nine week 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 Principal newsletters and social media for communication purposes	All local media outlets	Principal Classroom teachers	2021 - 2022 School Year Announcements, student recognition, newspaper articles, Principal Newsletters	Better communication between school and community.
Provide Honor Roll recognition every nine weeks in the newspaper	Local Newspaper	Teachers and Campus Principals	Every nine-weeks Names submitted to office	Newspaper articles
Teachers will invite community/parent readers to their classrooms	Community/ Parents	Classroom Teachers	2021 - 2022 School Year List of readers to classroom	Increased involvement of classroom readers
Implement WATCH D.O.G.S. Program on campus	Safe and Drug Free Funds	Campus Principals, Counselor, PTO	2021 - 2022 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	2021 - 2022 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	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"> • Suicide prevention programs • Conflict resolution programs • Violence prevention programs • Dyslexia treatment programs • Dropout reduction programs 	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 to earn 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	Community Members Local Funds Guest Presenters	Campus Principal Community Members	2021 - 2022 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	2021 - 2022 School Year Progress Monitoring	Improved EOY assessments
Implement a comprehensive school counseling program	SEL	Campus Principals Classroom 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"> 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	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	PTO (Parent Teacher Organization)	PTO Campus Principals	2021 - 2022 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	2021 - 2022 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 19-20
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 19-20 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 19-20 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 21-22

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>2021 - 2022 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>2021 - 2022 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>2021 - 2022 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 Social Media</p>	<p>Campus Principals Campus Personnel</p>	<p>2021 - 2022 School Year Newsletters Newspaper and social media article parent sign-ins</p>	<p>Increased family engagement throughout the school year</p>
<p>Teach to Student Ratio 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>2021 - 2022 School Year Low Teacher to Student ratios</p>	<p>Low Teacher to Student ratios</p>
<p>Program Evaluation 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 Pre-K Teachers</p>	<p>2021 - 2022 School Year 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: _____