Bronte ISD
District Improvement Plan
2019-2020

_____

Date of School Board Approval

Planning and Distribution Procedures

CNA and D/CIP Process:

Bronte ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Data Gathering: Bronte ISD sends annual surveys to students, parents, and staff to gather relevant information regarding our academic program, student safety, school climate, staff quality, college and career preparedness, and family and community engagement. Bronte ISD also utilizes local assessment data, academic accountability reports, and state assessment data to help make determinations about the needs of our district.
- Meetings: Bronte ISD invites parents and community members based on the ability and willingness to serve. Teachers and staff are selected according to local board policy. Meetings are held 3 to 4 times throughout the year and agendas and documents are sent to committee members prior to each meeting so that if they cannot attend, they can offer feedback prior to the meeting.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- District/Campus Plan: The DIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft DIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the DIP is refined accordingly. The DIP is also reviewed periodically throughout the school year to measure goal progress.

Distribution: *(provide a brief description of how LEA makes the following documents available to parents and public).*

- District/Campus Improvement Plan: The DIP is posted on the website in both English and Spanish at the following URL http://www.bronteisd.net/title-i-policies-and-resources. Hard copies are also available in the campus office.
- District/Campus Parent and Family Engagement Policy: The PFE policy is posted on the website in both English and Spanish at the following URL http://www.bronteisd.net/title-i-policies-and-resources. Hard copies are also available in the campus office.

- <u>School-Parent Compact</u>: The campus School-Parent compact is posted on the website in both English and Spanish at the following URL http://www.bronteisd.net/title-i-policies-and-resources. Hard copies are also available in the campus office. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- <u>Translations</u>: These documents are provided in English and Spanish. Should another language be needed, please contact the campus office for assistance.

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

- *This policy will be made available on the district website at www.bronteisd.net/parents-page under Title I Policies and Resources. It is also available upon request from the campus office and will be made available in another language upon request, as well.*

Mission Statement

Bronte Independent School District shall continuously provide increased opportunities for all students to learn. Our schools shall be updated facilities utilizing 21st century learning and teaching through current and relevant staff development, increased career and technology educational opportunities, and enriched curriculum.

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Tim Siler	Superintendent	
Jennifer Englert	Principal	
Doug Kuhlmann	Principal	
Daisy Sanchez	Counselor	
Rebecca Siler	Technology Director	
Paula Gonzales	Special Education	
Michele Bearden	Academic Intervention	
Missy Boyd	Elementary Teacher	
Marlayna Schoenfield	Elementary Teacher	
Rikki Turner	Secondary Teacher	
Amy Bohensky	CTE/Secondary Teacher	
Tracey Jackson	Parent	
Kaci Follis	Parent	
	Community Member	
Reese Braswell	Business Partner	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

DISTRICT ESSA REQUIREMENTS

Equity Plan *[ESSA Sec. 1112(b)(2)]*: *Exempt*

Poverty Criteria *[Sec. 1112(b)(4)]*:
Bronte ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-priced lunches and direct certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.

Schoolwide Programs *[Sec. 1112(b)(5)]*:
Bronte ISD utilizes Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

- ☐ **School Parent & Family Engagement Policy** *[ESSA Sec. 1116(b)]*:
  - o Annual Title I meeting
  - o Flexible number of meetings
  - o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - o Provide Parents:
    - ▪ Timely notification about Title I programs
    - ▪ Description and explanation of curriculum and assessments used
    - ▪ Upon request, opportunities for regular meetings to participate in decisions related to child
    - ▪ Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- ☐ **School-Parent Compact** *[ESSA Sec. 1116(d)]*
  - o Describe school's responsibilities to provide effective learning environment
  - o Describe ways in which parents will be responsible for supporting student learning
  - o Address importance of communication
    - ▪ Parent-teacher conferences in elementary (annually, at a minimum)
    - ▪ Frequent reports to parents regarding student's progress
    - ▪ Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - ▪ Ensure two-way, meaningful communication in language family understands (as practicable)
- ☐ **Build Capacity for Involvement** *[ESSA Sec. 1116(e)]*
  - o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - o Provide materials and training to help parents work with children to improve achievement
  - o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - o Coordinate/integrate parent involvement programs, as feasible
  - o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - o Provide other reasonable support for parental involvement activities
- ☐ **Accessibility** *[ESSA Sec. 1116(f)]* Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:
- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total Compensatory Education Enrolled funded at the 4th tier through SCE at this District/Campus: 114

The process we use to identify students at-risk is: *Counselor continuously monitors and reports to the Principal in writing the identification of students who meet the State criteria for at-risk throughout the school year.*

The process we use to exit students from the SCE program who no longer qualify is: *Counselor continuously monitors and recommends to the Principal in writing the identification of students who meet the State criteria for exiting the at-risk throughout the school year.*

At Bronte ISD State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	43	37	34	54	48	40	9	4	1	28	23	27	19	13	6
Students Not At-Risk	132	120	114	154	139	156	24	34	29	55	38	54	49	34	43

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
Students At-Risk	0	0	100%	100%
Students Not At-Risk	0	0	100%	100%

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, an academic intervention teacher to pull students for extra work in reading and math in grades K-6, and a credit recovery program for grades 9-12 to reduce the risk of students dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that… we will continue offering these services and expand them as necessary to reduce the number of students defined at risk as indicated on STAAR scores.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** *[ESSA Sec. 1114(b)(7)(B)]*

Federal	
Program/Funding Source	**Amount of Funding**
Title I, Part A	82,537
Title IV, Part A	12,974
Title II	8,242
SRSA (REAP)	18,655
State	
Program/Funding Source	**Amount of Funding**
SCE	182,721
Local	
Program/Funding Source	**Amount of Funding**

Goal 1: By June 2020, students will show improvement in the area of writing as evidenced on state assessment scores.

Objective 1: By June 2020, 70% of all students will meet the Approaches Grade level in Writing on the state assessment, a 10% increase from 2019.

Objective 2: By June 2020, 50% of all students will meet the Meets Grade level in Writing on the state assessment, a 10% increase from 2019.

Objective 3: By June 2020, 30% of all students will meet the Masters Grade level in Writing on the state assessment, a 10% increase from 2019.

Summative Evaluation: Based on campus STAAR assessment data, students in Bronte ISD will meet the above levels on the 4th and 7th grade Writing assessment.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Writing Across the Curriculum will be implemented in grades 1-12. Teachers of non-ELA subjects will be required to retain 2 artifacts per student per 6 weeks. Artifacts will be kept on file in each teacher's classroom.	2, 4	Teachers grades 1-12, Principal	Every 6 weeks	Local, State, SCE, Title	Artifacts will be kept on file in each teacher's classroom.	Improved six weeks grades

Improved performance on STAAR Writing assessment |
| ELAR teachers in grades 1-12 will utilize TEKS Resource System and follow the Scope and Sequence. | 2, 4 | ELAR teachers, Principal | Every 6 weeks | Local, State, SCE, Title | Lesson plans, walk through data | Improved performance on STAAR Writing assessment

Student success as evidenced by walkthrough documentation |

Goal 2: By June 2020, students will show improvement in the area of social studies as evidenced on Grade 8 Social Studies state assessment scores.

Objective 1: By June 2020, 70% of all students will meet the Approaches Grade level in Grade 8 Social Studies on the state assessment, a 7% increase from 2019.

Objective 2: By June 2020, 35% of all students will meet the Meets Grade level in Grade 8 Social Studies on the state assessment, a 19% increase from 2019.

Objective 3: By June 2020, 20% of all students will meet the Masters Grade level in Grade 8 Social Studies on the state assessment, a 9% increase from 2019.

Summative Evaluation: Based on campus STAAR assessment data, students in Bronte ISD will meet the above levels on the 8th grade Social Studies assessment.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Grade 8 Social Studies benchmark to be given in December and data disaggregated to show strengths and weaknesses in TEKS covered and those still to be taught.	2, 4	Teacher, Principal	Every 6 weeks	Local, State, SCE, Title	Benchmark results will be kept on file in teacher's classroom.	Improved performance on STAAR Social Studies assessment
Social Studies teachers in grades 3-12 will utilize TEKS Resource System and follow the Scope and Sequence.	2, 4	Social Studies teachers grades 3-12, Principal	Every 6 weeks	Local, State, SCE, Title	Lesson plans, walk through data	Improved performance on STAAR Social Studies assessment Student success as evidenced by walkthrough documentation
IXL Online program will be utilized to help monitor student progress and enrich learning for students already performing on grade level.	2, 4	Teacher, Technology, Principal	Every 3 weeks	Local, State, SCE, Title	Lesson plans, walk through data, student performance data	Improved performance on STAAR Social Studies assessment
Purchase supplemental textbook, *Mastering Grade 8 Social Studies TEKS* to assist the teacher in lesson creation and review.	2, 4	Teacher, Principal	Ongoing	Local, State, SCE, Title	Lesson plans, walk through data	Improved performance on STAAR Social Studies assessment

Goal 3: In Bronte ISD, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: Bronte ISD will provide effective staff development to support our academic goals of student improvement in the areas of Writing and Social Studies.

Summative Evaluation: Relevant staff received content appropriate staff development to support Writing across the Curriculum and effective instruction in Social Studies.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide a half day training during school hours in the area of writing across the curriculum to targeted groups (i.e. Writing in Math and Science, Writing in ELA and Social Studies).	1	Principal	Prior to December 2019	Local, State, SCE, Title	Sign In Sheets, Agendas	Improved performance on STAAR Writing and Social Studies assessment

Goal 4: All students in Bronte ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2020 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be remain at less than 5 incidents as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a continued reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Conduct assemblies with the purpose of disseminating information regarding current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use, i.e. Red Ribbon week and ADACCV assemblies.	1, 4	Principal, Counselor	Throughout the school year	Local, State, SCE, Title	Campus Calendar	Reduction in PEIMS and discipline referrals
Implement a program to address the social and emotional needs of children, as well as character education (Capturing Kids' Hearts)	1, 4	Principals, Counselor, Teachers	Throughout the school year	Local, State, SCE, Title	Training Rosters and Attendance, Strategies implemented in classrooms (walkthrough data)	Reduction office referrals, Improved attendance,

Goal 5: All students in Bronte ISD will graduate from high school labeled as College, Career, or Military Ready as defined by TEA.

Objective 1: By May 2020, 60% of Bronte graduates will meet the TSI requirements in both English Language Arts and Math.

Summative Evaluation: By May 2020, 60% of Bronte graduates will meet CCMR by scoring at a passing level on the TSI assessment.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide test prep opportunities for students to prepare	2, 3	Principal, Counselor, Designated teachers	End of each semester	Local, State, SCE, Title	Attendance records for program	Increase in the percentage of students meeting TSI passing standard.
Utilize the Choices 360 program for college prep and career guidance with students in grade 7-12	3	Principal, Counselor, Designated Teaches	End of each semester	Local, State, SCE, Title	Active accounts reports	Increase in the number of active accounts for Choices 360.
Become a testing site for TSI to better be able to serve our students	2, 3	Counselor, Test Coordinator	By the end of the school year	Local, State, SCE, Title	TSI test site documentation, student registrations	More students having access to take the TSI, not just students interested in dual credit.

Goal 6: Parents and Community will be partners in the education of students in Bronte ISD.

Objective 1: *By May 2020, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
Host an Academic Family Challenge Night as a STAAR Review	2	Principal, Campus Staff	April 2020	Local, State, SCE, Title	Sign In Sheets, Advertisements for event	Parent Survey results
All teachers in Pre-k through 6th grade will host parent conferences in which they will discuss assessment results and curriculum for the school year.	2	Principal, Teachers	1st 6 weeks and throughout the year as needed	Local, State, SCE, Title	Sign In Sheets	Parent Survey results

Goal 7: Extend educational opportunities in early childhood education for students to obtain early literacy and early math instruction.

Objective 1: The percentage of students entering Kindergarten at the core understanding level in Reading as defined by Dibels will increase from 45% to 50% by May 2020.

Summative Evaluation: By May 2020, the percentage of students entering kindergarten at the core understanding level in Reading as defined by Dibels will increase from 45% to 50%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide a full-time Pre-K program	2	Principal, Human Resources Dept	May 2020	Local, State, SCE, Title	Staff Count	Dibels, locally developed assessments
Extend educational opportunities in Early Childhood education	2	Principals, Human Resources Dept	May 2020	Local, State, SCE, Title	Staff Schedules	Dibels, locally developed assessments
Provide tablets for use with Pre-K – 1st grade students to access Lexia, Waterford, and other types of computer based programs.	2	Technology Dept, Classroom Teachers, Administration	May 2020	Local, State, SCE, Title	Bank records	Walkthrough documentation
Provide dyslexia training for appropriate staff	2	Classroom Teachers, Administration	May 2020	Local, State, SCE, Title	Dyslexia screening data	

Goal 7: Extend educational opportunities in early childhood education for students to obtain early literacy and early math instruction.

Objective 2: The percentage of students entering Kindergarten at the core understanding level in Math as defined by MClass will increase from 35% to 40% by May 2020.

Summative Evaluation: By May 2020, the percentage of students entering kindergarten at the core understanding level in Reading as defined by MClass will increase from 35% to 40%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide a full-time Pre-K program	2	Principal, Human Resources Dept	May 2020	Local, State, SCE, Title	Staff Count	MClass, locally developed assessments
Extend educational opportunities in Early Childhood education	2	Principals, Human Resources Dept	May 2020	Local, State, SCE, Title	Staff Schedules	MClass, locally developed assessments
Provide tablets for use with Pre-K – 1st grade students to access Lexia, Waterford, and other types of computer based programs.	2	Technology Dept, Classroom Teachers, Administration	May 2020	Local, State, SCE, Title	Bank records	Walkthrough documentation

CNA Summary

A comprehensive needs assessment will be conducted annually by the district site-base committee. The committee will include as best as possible all campus administrators, a representative of special education and CTE, at least two teachers from elementary, two teachers from secondary, two parents, and community or business partners. Parents will be informed of the committee and their opportunity to be involved annually at the Title I meeting. Campus principals will also reach out to parents and community partners through telephone or email communication to enlist volunteers. The committee will determine how the roles will be divided and how data findings from each group will be reported. If necessary, the committee as a whole will discuss each area of the CNA and report findings collectively.