

Bronte Independent School District District/Campus Improvement Plan 2022-2023

Date of School Board Approval

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

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:

- 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.
- School-Parent Compact: 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).
- Translations: 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)*

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	Federal Programs	
Vanessa Carlile	Special Education	
Michele Bearden	Academic Intervention	
Kelsey Williams	Elementary Teacher	
Leah Cooper	Elementary Teacher	
Terri Rawls	Elementary Teacher	
Rikki Turner	Secondary Teacher	
Heather Middleton	Secondary Teacher	
Carol Moore	Secondary Teacher	
Riley Irwin	Secondary Teacher	
Seth Sumrall	Secondary Teacher	
Stacy McGinnis	Parent	
Lynn Follis	Business Partner	
	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

**BRONTE INDEPENDENT SCHOOL DISTRICT
BOARD GOALS 2022-2023**

- a. Implement a staff development program that prepares our employees to meet the educational needs of our changing student population.
- b. Exceptional campus leadership.
- c. High quality teachers and staff recruited and retained to meet our needs.
- d. Aligned curriculum that uses well defined achievement goals to sustain an exemplary rating.
- e. Facilities that are safe, well maintained, and provide for the development needs of all students.
- f. High quality instruction based on assessment of student progress.
- g. A supportive community dedicated to the achievement of our district goals and effective communication.
- h. Curriculum is aligned throughout grade levels, emphasizes critical thinking and application, and meets the social and emotional experiences and needs of all students
- i. BISD has well-informed public, staff, and student body actively supporting our 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

- ☐ **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - 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)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - 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)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - 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 FTEs funded through SCE at this District/Campus: 119.105

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 School 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		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
Students At-Risk	58	55	55	70	60	51	11	100	NA	86	83	77	50	100	58
Students Not At-Risk	85	71	82	89	76	81.5	82	61	NA	89	74	91	91	83	83

	Drop Out Data		Completion Data	
	2020-2021	2021-2022	2020-2021	2021-2022
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 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	59,142
Title II	9,567
Title IV-A	10,000
State	
Program/Funding Source	Amount of Funding
State Comp Ed (SCE)	183,482
Local	
Program/Funding Source	Amount of Funding

Goal 1: Extend educational opportunities in early childhood education for students to obtain early literacy and early math instruction.

Objective 1: The percentage of students completing Pre-Kindergarten “On Track” in Reading as defined by CIRCLE will increase to 90% or better by May 2023.

Objective 2: The percentage of students completing Pre-Kindergarten “On Track” in Math as defined by CIRCLE will increase to 90% by May 2023.

Summative Evaluation: Based on TX KEA and locally developed assessments, students completing pre-kindergarten in May 2023 will meet the above performance levels.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide a full-time Pre-K program	2	B, C	Principal, Human Resources Dept	Ongoing	Local, State, SCE, Title	Staff Count	CIRCLE, locally developed assessments
Extend educational opportunities in Early Childhood education	2	C, F	Principals, Human Resources Dept	May 2023	Local, State, SCE, Title	Staff Schedules	CIRCLE, locally developed assessments
Provide universal dyslexia screening	2	C, F	Principal, dyslexia teacher	Ongoing	Local, State, SCE	Dyslexia Screener Data	Dyslexia services offered for qualifying students

Goal 2: By May 2023, Bronte ISD will implement programs to provide Social Emotional Support for students and staff.

Objective 1: By May 2023, all students will participate in character education activities each month.

Objective 2: By May 2023, all students will be provided various opportunities for social emotional support.

Summative Evaluation: Based on participation and survey data, students in Bronte ISD will feel supported in their learning and work and mental health.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Counselor will focus on character education for students in all grades through classroom guidance in elementary grades and announcements for high school students (Purposefull People, Character First, Character Strong for PK-2).		C, H	Counselor	Weekly	Local, State, SCE	Counselor schedules	Student surveys
Counselor will provide opportunity for students to meet with her on a regular basis as needed for support (small groups, lunch groups)		C, H	Counselor	Every 6 weeks	Local, State, SCE	Counselor schedules	Student surveys, reduction in bullying incidents
Provide SEL support through the Breathe for Change program for students in PK-2.		C, H	Principal, Teacher	Weekly	Local, State	Teacher schedule, principal walkthrough	Reduction in student discipline referrals,
Students in grades 8, 9 and 10 will participate in a 5-week program in partnership with Texas Tech CATR focusing on Youth Awareness of Mental Health.		H	Principal, Counselor	Weekly for 5 weeks in Fall Semester	Local, State, SCE	Student schedules, visitor log sign-in	Reduction in student discipline referrals, bullying incidents
Provide access to one-on-one LPC services through Texas Tech T-CHAT program.		H	Counselor	Ongoing	Local, State, SCE	Student appointment numbers	Reduction in student referrals to the counselor for mental health concerns

Goal 2: By May 2023, Bronte ISD will implement programs to provide Social Emotional Support for students and staff.

Objective 1: By May 2023, all students will participate in character education activities each month.

Objective 2: By May 2023, all students will be provided various opportunities for social emotional support.

Summative Evaluation: Based on participation and survey data, students in Bronte ISD will feel supported in their learning and work and mental health.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide G/T students with SEL support in G/T pullout program using Breathe for Change.		C, H	Principal, G/T teacher	Weekly	Local, State	Student/Class Schedules	Reduction in student mental health referrals to counselor for G/T students

Goal 3: In Bronte ISD, we will provide students with effective instruction to fill the learning gaps caused by Covid-19 school closure in the Spring of 2020.

Objective 1: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Reading/ELA will increase from 65% to 70%.

Objective 2: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Math will increase from 48% to 55%.

Objective 3: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Science will increase from 65% to 70%.

Objective 4: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Social Studies will increase from 37% to 45%.

Summative Evaluation: Based on 2023 STAAR and local assessments, student performance will be at or above grade level.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide flexible, focused small group instruction in the core subject areas. (State adopted materials, TEKS Resource Filling the Gap tools, IXL, STMath, locally developed materials)	2, 4	B, C, D, F, H	Teachers, Principal	Ongoing	State, Local, SCE	Staff schedules, Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide dyslexia services for qualifying students	2, 4	B, C, D, G, H	Dyslexia Teacher, Principal	Ongoing	State, Local, SCE	Student/Staff Schedules	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation

Goal 3: In Bronte ISD, we will provide students with effective instruction to fill the learning gaps caused by Covid-19 school closure in the Spring of 2020.

Objective 1: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Reading/ELA will increase from 65% to 70%.

Objective 2: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Math will increase from 48% to 55%.

Objective 3: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Science will increase from 65% to 70%.

Objective 4: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Social Studies will increase from 37% to 45%.

Summative Evaluation: Based on 2023 STAAR and local assessments, student performance will be at or above grade level.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide additional reading intervention in small group instruction in the general education setting as it relates to Reading by Design.	2, 4	B, C, F	Teacher, Principal	Ongoing	State, Local, SCE	Staff Schedules, Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide additional math intervention in small group instruction in the general education setting as it relates to Eureka Math or Carnegie Learning.	2, 4	B, C, F	Teacher, Principal	Ongoing	State, Local, SCE	Staff Schedules, Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation

Goal 3: In Bronte ISD, we will provide students with effective instruction to fill the learning gaps caused by Covid-19 school closure in the Spring of 2020.

Objective 1: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Reading/ELA will increase from 65% to 70%.

Objective 2: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Math will increase from 48% to 55%.

Objective 3: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Science will increase from 65% to 70%.

Objective 4: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Social Studies will increase from 37% to 45%.

Summative Evaluation: Based on 2023 STAAR and local assessments, student performance will be at or above grade level.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide GT students with a pull-out program to accelerate learning	2, 4	B, C, D, G, H	GT Teacher, Principal	Ongoing	State, Local, SCE	Student/Staff Schedules	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide additional elementary classroom aides to allow teachers to provide academic intervention in the classroom setting	2.4	B, C	Principal, Human Resources	Ongoing	State, Local, Fed	Staff Count	Student performance on locally developed assessments, state assessments

Goal 3: In Bronte ISD, we will provide students with effective instruction to fill the learning gaps caused by Covid-19 school closure in the Spring of 2020.

Objective 1: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Reading/ELA will increase from 65% to 70%.

Objective 2: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Math will increase from 48% to 55%.

Objective 3: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Science will increase from 65% to 70%.

Objective 4: By May 2023, the percentage of all students that score at meets grade level or above on STAAR Social Studies will increase from 37% to 45%.

Summative Evaluation: Based on 2023 STAAR and local assessments, student performance will be at or above grade level.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide additional professional development for implementation of science and math curriculum materials.	2,4	A, B, C, D, F, H	Principals, Classroom Teachers	Ongoing	Local, State, TCLAS	Staff development attendance, walkthrough and observation data	Student performance on locally developed assessments, state assessments Student success as evidenced by walkthrough/evaluation data
Implementation of Reading By Design program to support early literacy.	2,4	A, B, C, D, F, H	Principals, Classroom teachers	Ongoing	Local, State	Staff development attendance, walkthrough and observation data	Student performance on locally developed assessments, state assessments Student success as evidenced by walkthrough/evaluation data

Goal 4: 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 all core content areas.

Summative Evaluation: Relevant staff received content appropriate staff development to support effective instruction and targeted remediation.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ongoing principal training in lesson planning, use of data for student learning, and facilitating professional learning. (Eduhero, TTESS, ESC 15, TEA)	1	A, B	Administration	Ongoing	State, Local, SCE	Record of workshop attendance	Increased principal/teacher conferences focusing on student level achievement.
Individualized staff development based on personalized teacher need. (Eduhero, ESC 15, TEA)	1	A, C	Administration	Ongoing	State, Local, SCE	Record of workshop attendance	Increased student achievement on state and local assessments.

Goal 5: All students in Bronte ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2022, 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 #	Board Goals	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	C, H	Principal, Counselor	Throughout the school year	Local, State, SCE	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 (ADACCV partnership, YAM)	1, 4	C, H	Principals, Counselor, Teachers	Throughout the school year	Local, State, SCE	Training Rosters and Attendance, Strategies implemented in classrooms (walkthrough data)	Reduction in office referrals, Improved attendance,
Staff will be trained in Trauma Informed Instruction, Suicide Prevention and Teen Dating Violence (Eduhero Program or ESC training).	1,4	A	Principals, Teachers	May 2022	Local, State, SCE	Training Certificates	Reduction of incidences of teen violence, suicide focused technology inquiries.
Drug Testing of HS UIL participants	1,4	B	Principals, Program coordinators	Ongoing	Local, State, SCE	Reports	Results from testing company

Goal 6: 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 2023, the percentage of Bronte graduates meeting CCMR requirements will increase from 86% to 90%.

Summative Evaluation: By May 2023, the percentage of Bronte graduates meeting CCMR requirements will increase from 86% to 90%.

Activity/Strategy	Priority #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide test prep opportunities for students to prepare for ACT or SAT.	2, 3	H	Principal, Counselor, Designated teachers	End of each semester	Local, State, SCE	Attendance records for program	Increase in the percentage of students meeting CCMR requirements for ACT/SAT testing.
Maintain status as a testing site for TSI to better be able to serve our students.	2, 3	H	Counselor, Test Coordinator	Ongoing	Local, State, SCE	TSI test site documentation, student registrations	More students having access to take the TSI, not just students interested in dual credit.
Offer School Day SAT to provide an opportunity for seniors to take the SAT on campus without the burden of travel.	2,3	H	Principal, Counselor, Test Coordinator	End of fall semester	Local, State, SCE	Attendance records of test administration	More students having the opportunity to take the SAT.
Offer ASVAB testing for military entrance.	3	H	Principal, Counselor	End of fall semester	Local, State, SCE	Attendance records of test administration	More students having access to military entrance exam.
Provide credit recovery opportunities to ensure students can graduate on time. (Odysseyware/Edgenuity)	3	H	Principal, Counselor	Ongoing	Local, State, SCE	Student/Staff Schedules	Student on-time graduation rate.
CTE students will be given opportunities to obtain state-approved industry-based certifications in their respective programs of study.	3	H	Principal, CTE teachers	May 2022	Local, State, SCE, Title	Student test registrations	Increase in the number of IBCs obtained by CTE students.

Goal 7: Parents and Community will be partners in the education of students in Bronte ISD.

Objective 1: *By May 2022, 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 #	Board Goals	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	2, 4	B, G	Principal	Within 10 days of receipt of reports	State, Local, SCE	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
All teachers in Pre-k through 6 th grade will host parent conferences in which they will discuss assessment results, curriculum for the school year, and the School-Parent Compact.	2	B, C, G	Principal, Teachers	1st 6 weeks and throughout the year as needed	Local, State, SCE, Title	Sign In Sheets	Parent Survey results
Improve school/parent communication (ClassDojo, Facebook, Google Classroom, local newspaper)		B, G, I	Principals, Teachers	Ongoing	State, Local, SCE	App User Data	Parent Survey results
Secondary Open House with rotations through student schedules		B, G	Principal	Beginning of Spring Semester	State, Local, SCE	Schedule/Agenda	Parent Sign-in sheet
Elementary Open House		B, G	Principal	Beginning of Spring Semester	State, Local, SCE	Schedule/Agenda	Parent Sign-in sheet

Comprehensive Needs Assessment Summary – 2022-2023

Utilized Data Sources: These will automatically populate from your CNA worksheets		
test data	Staff surveys	Employment records
Parent surveys		discipline data
attendance data		
PEIMS data	Parent Surveys	
		Funding Template
ADA	Census data	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>improvements in math and reading from one year to the next in elem</p> <p>above region and state in STAAR scores in secondary</p> <p>ability to provide remediation time through HB 4545</p>	<p>more focused remediation especially in sub-populations</p> <p>more intensive instruction to move students from one level to the next</p> <p>inclusion support fidelity</p>	<p>Full day Pre-k</p> <p>hire additional classroom aides so teachers can improve in-class remediation</p>
Staff Quality	<p>100% Highly Qualified</p> <p>Recruitment of teachers, "grow your own"</p> <p>High staff retention</p> <p>Parents are satisfied with staff quality based on surveys</p>	<p>staff development that is more focused for each individual</p> <p>more staff/teacher appreciation activities</p> <p>specific positive feedback - affirmation</p> <p>administrators take action based on teacher concerns/active listening/open door</p>	<p>Individualized staff development</p>

School Climate/ Safe & Healthy Schools	students feel safe	reduce number of activities that remove elem students from normal routine	
College & Career Readiness/ Graduation/ Dropout Reduction	following CTE programs of study 100% Graduation rate, distinguished grads dual credit enrollment	focused prep time for ACT/SAT/TSIA increase industry-based certifications	continue providing credit recovery increase opportunities for IBC provide class time for ACT/SAT/TSIA prep
Family and Community Involvement	Class Dojo communication Monday folders Pre-K through 1 Book Fair Reading Night Honor Roll Pep Rally	Resume sending Monday folders to all elem grades, not just younger grades Increase opportunities for secondary parents to get involved academically Elem End of Year parent conferences	
District/Campus Commitments	AC replacement schedule Transportation Commitment to full day pre-k	declining ADA - need to improve our attendance technology infrastructure updates replace student chromebooks/teacher laptops Roofing project update infrastructure to current fire code and to meet entry safety standards	replace outdated switches/infrastructure, update teacher laptops cases for 400 new chromebooks roofing project update infrastructure to reflect current fire code

Comprehensive Needs Assessment Summary –

2022-2023

Utilized Data Sources: These will automatically populate from your CNA worksheets		
test data	Staff surveys	Employment records
Parent surveys		discipline data
attendance data		
PEIMS data	Parent Surveys	
		Funding Template
ADA	Census data	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>improvements in math and reading from one year to the next in elem</p> <p>above region and state in STAAR scores in secondary</p> <p>ability to provide remediation time through HB 4545</p>	<p>more focused remediation especially in sub-populations</p> <p>more intensive instruction to move students from one level to the next</p> <p>inclusion support fidelity</p>	<p>Full day Pre-k</p> <p>hire additional classroom aides so teachers can improve in-class remediation</p>
Staff Quality	<p>100% Highly Qualified</p> <p>Recruitment of teachers, "grow your own"</p> <p>High staff retention</p>	<p>staff development that is more focused for each individual</p> <p>more staff/teacher appreciation activities</p> <p>specific positive feedback - affirmation</p>	<p>Individualized staff development</p>

	Parents are satisfied with staff quality based on surveys	administrators take action based on teacher concerns/active listening/open door	
School Climate/ Safe & Healthy Schools	students feel safe	reduce number of activities that remove elem students from normal routine	
College & Career Readiness/ Graduation/ Dropout Reduction	following CTE programs of study 100% Graduation rate, distinguished grads dual credit enrollment	focused prep time for ACT/SAT/TSIA increase industry-based certifications	continue providing credit recovery increase opportunities for IBC provide class time for ACT/SAT/TSIA prep
Family and Community Involvement	Class Dojo communication Monday folders Pre-K through 1 Book Fair Reading Night Honor Roll Pep Rally	Resume sending Monday folders to all elem grades, not just younger grades Increase opportunities for secondary parents to get involved academically Elem End of Year parent conferences	
	AC replacement schedule	declining ADA - need to improve our attendance	

District/Campus Commitments	Transportation	technology infrastructure updates	replace outdated switches/infrastructure, update teacher laptops
	Commitment to full day pre-k	replace student chromebooks/teacher laptops Roofing project update infrastructure to current fire code and to meet entry safety standards	cases for 400 new chromebooks roofing project update infrastructure to reflect current fire code

Bronte ISD

Parent and Family Engagement Policy

PART I: GENERAL EXPECTATIONS

Bronte ISD agrees to implement the following statutory requirements:

- Consistent with Section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (Bronte ISD).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition.
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring---
 - That parents play an integral role in assisting in their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - The carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II: DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bronte ISD will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - a. Include parents in all aspects of the district's Title I Program and Parental Involvement Policy. The goal is a school-home partnership that will help all students in the district succeed. Parents and district personnel will meet to develop our district's Parental Involvement Policy. Parents will be invited from our school attendance zone in our district to be a part of the process.
2. Bronte ISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Participate in a Parent Survey annually that encompasses school needs
 - b. Parent representatives will hold committee positions on the Site Based Decision Making Committee that will develop plans to improve the district as a whole
3. Bronte ISD will hold an annual meeting to inform parents of the school's participation in the Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend, by:
 - a. Title I Annual Meeting held virtually prior to November 1 in two option times and recorded due to not being able to have gatherings of larger groups because of COVID
 - b. Family Reading Night and/or Family STEAM night in the Spring Semester in the event that gatherings of larger groups are able to meet together post COVID.
4. Bronte ISD will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet by:
 - a. Title 1 Annual Meeting
 - b. Parent/Teacher Conferences for parents of elementary students virtually due to COVID policy of visitors on campus.
 - c. State Assessment required data reports disbursed to parents/guardians
5. Bronte ISD will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - a. Bringing suggestions to the Site Based Decision Making Committee at regular meeting times
 - b. Alerting the campus administrator and/or district administrator as it pertains to the issue at hand
6. Bronte ISD will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading by:

- a. Mailing required communication to parents in the form of an individual student report as is given by the Texas Education Agency
- 7. Bronte ISD will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002. By:
 - a. Informing the parents through written letter of the effected students
- 8. Bronte ISD will provide assistance to parents of children served by the school, as appropriate, in understanding the following topics:
 - a. The state's academic content standards
 - b. The state's student academic achievement standards
 - c. The state and local academic assessments including alternate assessments
 - d. The requirements of Part A
 - e. How to monitor their child's progress
 - f. How to work with educators:
 - i. Parent/Teacher Conferences for parents of Elementary students in the Fall semester
 - ii. Open door policy for convening conferences for all students
- 9. Bronte ISD will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - a. Provide parents with communication about technology program logins that are available for home use by way of hard copy letter & social media platform.
 - b. Communicate strategies for required skills through technology communications.
- 10. Bronte ISD will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - a. Parent Survey data
 - b. Site Based Decision Making Committee convening with parent representatives regularly
 - c. Training for all teachers regarding Parental Involvement annually
- 11. Bronte ISD will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Pre-Kindergarten public preschool program. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - a. Sending home communications in the format of newsletters by grade level about what students are learning, and about ways to help students with homework.
 - b. Communicating all school events to parents by hard copy, website, and social media postings
 - c. Provide a variety of parent/family events at different times throughout the year

12. Bronte ISD will take the following actions to ensure that this information and any other information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- a. Send out campus happenings and events in hard copy newsletters through Monday folders & social media outlets, including the District website
 - b. Available upon request in the school offices
 - c. Translate communications as needed if parents of students cannot speak English

PART II: ADOPTION

This Bronte Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by planning meeting sign in sheets.

This policy was adopted by the Bronte ISD on August 5, 2022 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 1, 2022.

Migrant Priority for Service Action Plan

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Bronte ISD
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2021 - 2022

Filled Out By: Rebecca Siler
Date: 08-20-2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.	Objective(s): 100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July 1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports

<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July1-August 30	District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July1-August 30	District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July1-August 30	District Migrant Contact	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	District Migrant Contact	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July1-August 30	District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July1-August 30	District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July 1-August 30	District Migrant Contact	Student Participation List, Invoices, Sign in logs
Additional Activities			
<ul style="list-style-type: none"> Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact	Community Resource list Agency Information

Rebecca Silu
LEA Signature

9/15/2021
Date Completed

Elizabeth Rangel
ESC Signature

09-15-2021
Date Received