**Bronte Independent School District**

**District/Campus Improvement Plan**

**2020-2021**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_October 22, 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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**: *(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.
* 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 |  |
| Paula Gonzales | Special Education |  |
| Michele Bearden | Academic Intervention |  |
| Heather Lee | Elementary Teacher |  |
| Marlayna Schoenfield | Elementary Teacher |  |
| Alisa Webb | Elementary Teacher |  |
| Kaci Follis | Elementary Teacher |  |
| Rikki Turner | Secondary Teacher |  |
| Heather Middleton | Secondary Teacher |  |
| Carol Moore | Secondary Teacher |  |
| Rocky Rawls | Secondary Teacher |  |
| Tony Cavazos | Secondary Teacher |  |
| Amy Bohensky | Secondary Teacher |  |
| Sam Torres | Secondary Teacher |  |
| Paula McWright | Support Staff |  |
| Tracey Jackson | Parent |  |
| Stacy McGinnis | Parent |  |
| 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  Recruit, support, retain teachers & principals | 2  Build a foundation  of reading and math | 3  Connect high school  to career and college | 4  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)]*:
  + 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: 130

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**

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| **STAAR** | **Math**  **% Met Standard** | | | **Reading/ELA**  **% Met Standard** | | | **Writing**  **% Met Standard** | | | **Science**  **% Met Standard** | | | **Social Studies**  **% Met Standard** | | |
| **2018** | **2019** | **2020** | **2018** | **2019** | **2020** | **2018** | **2019** | **2020** | **2018** | **2019** | **2020** | **2018** | **2019** | **2020** |
| **Students At-Risk** | **37** | **34** | **N/A** | **48** | **40** | **N/A** | **4** | **1** | **N/A** | **23** | **27** | **N/A** | **13** | **6** | **N/A** |
| **Students Not**  **At-Risk** | **120** | **114** | **N/A** | **139** | **156** | **N/A** | **34** | **29** | **N/A** | **38** | **54** | **N/A** | **34** | **43** | **N/A** |

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|  | **Drop Out Data** | | **Completion Data** | |
|  | **2017-2018** | **2018-2019** | **2017-2018** | **2018-2019** |
| **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 | 77,884 |
| Title II | 14,343 |
| Title IV-A | 20,502 |
| Title V Perkins | 2,210 |
| ESSER | 45,636 |
| SRSA (REAP) | 19,908 |
| **State** | |
| **Program/Funding Source** | **Amount of Funding** |
| State Comp Ed (SCE) | 200,746 |
|  |  |
|  |  |
| **Local** | |
| **Program/Funding Source** | **Amount of Funding** |
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| **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 entering Kindergarten “On Track” in Reading as defined by TX KEA will increase from 79% to 84% by May 2021.  **Objective 2:** The percentage of students entering Kindergarten “On Track” in Math as defined by TX KEA will increase from 47% to 52% by May 2021.  **Summative Evaluation:** Based on TX KEA and locally developed assessments, students entering Kindergarten in August 2021 will meet the above performance levels. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity/Strategy** | **Priority #** | **Person(s) Responsible** | **Timeline** | **Resources** | **Evidence of Implementation** | **Evidence of Impact** |
| Provide a full-time Pre-K program | 2 | Principal, Human Resources Dept | May 2021 | Local, State, SCE, Title | Staff Count | TX KEA, locally developed assessments |
| Extend educational opportunities in Early Childhood education | 2 | Principals, Human Resources Dept | May 2021 | Local, State, SCE, Title | Staff Schedules | TX KEA, locally developed assessments |
| Provide universal dyslexia screening | 2 | Principal, dyslexia teacher | Ongoing | Local, State, SCE | Dyslexia Screener Data | Dyslexia services offered for qualifying students |
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| **Goal 2:** By June 2021, students will show improvement in the area of social studies as evidenced on Grade 8 Social Studies state assessment scores.  **Objective 1:** By June 2021, 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 2021, 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 2021, 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 | 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 | Lesson plans, walk through data, student performance data | Improved performance on STAAR Social Studies assessment |
| Social Studies will be taught as a stand-alone course in grades 3-6 to build a better foundation for social studies instruction before students enter 7th grade. | 2, 4 | Principal, Human Resources | Ongoing | Local, State, SCE, Title | Staff count, staff schedule | Local assessment data |

| **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 2021, students will perform at or above grade level on state and local assessments.  **Summative Evaluation:** Based on 2021 STAAR and local assessments, student performance will be at or above grade level. | | | | | | |
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| **Activity/Strategy** | **Priority #** | **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, locally developed material) | 2, 4 | 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 | Dyslexia 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 reading intervention in small group instruction | 2, 4 | 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 | 2, 4 | 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 GT students with a pull-out program to accelerate learning | 2, 4 | GT Teacher, Principal | Ongoing | State, Local, SCE, Fed | Student/Staff Schedules | Improved performance on concept-specific aligned assessment  Student success as evidenced by walkthrough documentation |
| Provide additional elementary classroom teacher for class size reduction | 2.4 | Principal, Human Resources | Ongoing | State, Local, Fed | Staff Count | Student performance on locally developed assessments, TPRI data |
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| **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. | | | | | | |
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| **Activity/Strategy** | **Priority #** | **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, ESC 15, TEA) | 1 | 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 | Administration | Ongoing | State, Local, SCE | Record of workshop attendance | Increased student achievement on state and local assessments. |
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| **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 2021, 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 | 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) | 1, 4 | 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 Suicide Prevention and Teen Dating Violence (Eduhero Program). | 1,4 | Principals, Teachers | Dec 2020 | Local, State, SCE | Training Certificates | Reduction of incidences of teen violence, suicide focused technology inquiries. |
|  |  |  |  |  |  |  |

| **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 2021, 80% of Bronte graduates will meet the CCMR requirements.  **Summative Evaluation:** By May 2021, 80% of Bronte graduates will meet CCMR by meeting one or more of the state criteria. | | | | | | |
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| **Activity/Strategy** | **Priority #** | **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 | 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 | 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 | 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 | 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) | 3 | 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 | Principal, CTE teachers | May 2021 | 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 2021, 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. | | | | | | |
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| **Activity/Strategy** | **Priority #** | **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 | 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 6th grade will host parent conferences in which they will discuss assessment results, curriculum for the school year, and the School-Parent Compact. | 2 | 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) |  | Principals, Teachers | Ongoing | State, Local, SCE | App User Data | Parent Survey results |
| Secondary Open House with rotations through student schedules |  | Principal | By end of the Fall semester | State, Local, SCE | Schedule/Agenda | Parent Sign-in sheet |
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| **Comprehensive Needs Assessment Summary –** | | | | | |
| **2019-2020** | | | | | |
| **Utilized Data Sources: These will automatically populate from your CNA worksheets** | | | | | |
| Interim Assessments | | Virtual Schooling Participation | | IXL Data | |
| Surveys - Parent/Staff/Student | | Teacher Retention | | Staff Survey Data | |
| (Insert data source) | | (Insert data source) | | Surveys | |
| (Insert data source) | | Technology reports | | (Insert data source) | |
| (Insert data source) | | (Insert data source) | | (Insert data source) | |
| (Insert data source) | | (Insert data source) | | (Insert data source) | |
| (Insert data source) | | (Insert data source) | | (Insert data source) | |
| (Insert data source) | | (Insert data source) | | (Insert data source) | |
|  |  |  |  |  |  |
| **Area Reviewed** | **Summary of Strengths** | | **Summary of Needs** | | **Priorities** |
| What were the identified strengths? | | What were the identified needs? | | What are the priorities for the campus, including how federal and state program funds will be used? |
| **Academic Achievement** | 0 | | days of remediation and enrichment to push students to reach the next level of achievement | | RTI time will be scheduled throughout each day |
| 0 | | continued push for improving social studies achievement | | GT will become a pull out program |
| 0 | | continued credit recovery | | 3-6 Social Studies will have a dedicated teacher |
| 0 | | additional RTI support | | Continued support of the full-day Pre-K program to prepare students for Kindergarten |
| 0 | | Dedicated GT position | | Dyslexia Services with dyslexia trained teacher |
| 0 | | Assessment tools (keep IXL, Lexia, AR) | |  |
| **Staff Quality** | all highly qualified | | improve available and relevant professional development | | clearly defined instructional goals in relation to lesson plans, scope and sequence |
| high retention rate | | more feedback from administrators on instructional goals | | more frequent walkthroughs by multiple administrators |
| 0 | | assign teachers to roles that reflect their strengths | | Relevant staff development for principals and teachers to reach school improvement |
| 0 | | add additional roles for RTI/GT | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| **School Climate/ Safe & Healthy Schools** | few physical altercations | | discipline rubric for consistency | | Provide opportunities for social-emotional programs to support students |
| good teacher/student relationships | | campus cleanliness | | Provide additional janitorial staff to assist in the new Covid-19 cleaning procedures |
| 0 | | cameras | |  |
| 0 | | SEL support for students and teachers | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| **College & Career Readiness/ Graduation/ Dropout Reducation** | 100% graduation rate | | Availability of testing for college and military entrance | | Provide School Day SAT for seniors |
| 0 | | Improved scores on ACT/SAT | | Provide ASVAB testing for seniors |
| 0 | | Increasing the number of students passing TSI | | Provide TSI testing |
| 0 | | Increasing the number of students exempt from TSI | | Provide ACT/SAT prep for juniors/seniors |
| 0 | | provide credit recovery | | Provide Odysseyware program for credit recovery |
| 0 | | 0 | |  |
| **Family and Community Involvement** | strong support and turn out for school activities | | better school/parent communication | | Utilize schoolwide parent communication tool - ClassDojo |
| 0 | | more opportunities for parents to get involved | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| **District/Campus Commitments** | student technology devices 1:1 in 1st-12th | | Breakfast for all students | | Provide Breakfast in the Classroom |
| plans in place to maintain/upgrade technology as needed | | Additional need for janitorial staff due to Covid-19 cleaning procedures | | Hire additional janitor |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |
| 0 | | 0 | |  |

**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:
   1. 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:
   1. Participate in a Parent Survey annually that encompasses school needs
   2. 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:
   1. 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
   2. 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:
   1. Title 1 Annual Meeting
   2. Parent/Teacher Conferences for parents of elementary students virtually due to COVID policy of visitors on campus.
   3. 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:
   1. Bringing suggestions to the Site Based Decision Making Committee at regular meeting times
   2. 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:
   1. 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:
   1. 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:
   1. The state’s academic content standards
   2. The state’s student academic achievement standards
   3. The state and local academic assessments including alternate assessments
   4. The requirements of Part A
   5. How to monitor their child’s progress
   6. How to work with educators:
      1. Parent/Teacher Conferences for parents of Elementary students in the Fall semester
      2. 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:
   1. Provide parents with communication about technology program logins that are available for home use by way of hard copy letter & social media platform.
   2. 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:
    1. Parent Survey data
    2. Site Based Decision Making Committee convening with parent representatives regularly
    3. 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:
    1. Sending home communications in the format of newsletters by grade level about what students are learning, and about ways to help students with homework.
    2. Communicating all school events to parents by hard copy, website, and social media postings
    3. 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:
    1. Send out campus happenings and events in hard copy newsletters through Monday folders & social media outlets, including the District website
    2. Available upon request in the school offices
    3. 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 October 11, 2020 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, 2020.

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Signature of Authorized Official

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Migrant Priority for Service Action Plan

[Click here to access the Bronte PFS Action Plan](https://bronteisdnet-my.sharepoint.com/:b:/g/personal/rebecca_siler_bronteisd_net/Eexi61sIr1hCvovqVLK93FIBZ4UgObFz4gkY6HnOU2RWqA?e=Sq7rmZ)