

DISTRICT/CAMPUS PLAN COMPONENT CHECKLIST 2016-2017

✓	COMPONENT & SUPPORTING INFORMATION
MISSION STATEMENT	
	The Mission Statement is the foundation of the plan that provides direction and clearly indicates what the staff cares most about. It incorporates key district expectations and provides a guideline and a sense of direction that must be lived.
LIST OF COMMITTEE MEMBERS & ROLES – TEC 11.251 (E) & BQB LEGAL	
	At least two-thirds of elected professional staff must be teachers • Must be nominated and elected by other professional staff members (see local policy for procedure and terms) • Must include district level staff
	Parents • Must be in parental relationship to a student enrolled in the district • Cannot be employee of the district
	Community Members • Cannot be parent of student enrolled in the district's schools (if campus level committee, community member may be parent of student enrolled in the same district but different campus) • Must reside within the district • Must be at least 18 years of age • Must include business representative (does not have to reside in the district unless serving as community member) • Should reflect community's diversity
COMPREHENSIVE NEEDS ASSESSMENT (TEC 11.252)	
	Sign-in sheet of committee members
	Agenda (date, time, place)
	Minutes
	Copies of data considered
	Summary of findings
STATE COMPENSATORY EDUCATION	
	Brief overview of the State Compensatory Education Program
	List of state criteria used to identify students in at-risk situations (SCE)
	List of local criteria used to identify students for SCE, if applicable
	Description of how students are entered into the SCE program
	Description of how students are exited from the SCE program
	Total # of FTEs funded through SCE at the District or Campus level

	SCE Program evaluation previous-to-present year showing the difference between at-risk/not at-risk in • Performance on state assessment • Dropout numbers • Budget summary
REQUIREMENT FOR TITLE I SCHOOLWIDE SCHOOLS	
	List of Federal, State and local funding sources and/or programs that will be coordinated to upgrade the entire educational schoolwide program
	Date of Board Approval
	Made available to parents
GOALS	
LONG RANGE (3-5 YEARS) GOALS TO ATTAIN THE STATE STANDARDS IN EACH AREA	
	Academic Goal (including special education and LEP) (TEC/NCLB)
	Dropout/At-Risk (TEC/NCLB)
	Violence Prevention/Intervention (TEC/NCLB)
	Highly Qualified Teachers (NCLB)
	Parent Involvement (TEC/NCLB)
	Other as identified (optional)
OBJECTIVES	
MUST BE SPECIFIC, MEASUREABLE, ANNUAL TARGETS (TEC)	
	Address in each objective: • All student groups • Students in special education, and/or students in special program areas, especially Federal programs
DISTRICT WITH SHARED SERVICE ARRANGEMENTS FOR DAEP SERVICES	
	A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the District improvement plan and each campus-level plan include the performance of the DAEP student group for the District. The identified objectives for the improvement plans shall include:
	1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
	2. Attendance rates;
	3. Pre- and post-assessment results;
	4. Dropout rates;
	5. Graduation rates; and
	6. Recidivism rates.

DISTRICT IMPROVEMENT PLAN PROVISIONS

	A comprehensive needs assessment addressing performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the District, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
	Measurable District performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
	Strategies that include: 1. Instructional methods for addressing the needs of student groups not achieving full potential.
	2. Methods for addressing the needs of students in special programs including suicide prevention (in accordance with Health and Safety Code requirements regarding parental or guardian notification procedures), conflict resolution, violence including dating violence prevention or dyslexia treatment programs .
	3. Dropout reduction.
	4. Integration of technology in instructional and administrative programs.
	5. Discipline management.
	6. Staff development for professional and paraprofessional staff based on the district/campus comprehensive needs assessment.
	7. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
	8. Comprehensive, Intense, Accelerated education. (at-risk, SCE)
	Strategies for providing information to Middle School, Jr. High School, and High School parents, counselors, students on: • higher education admissions and financial aid opportunities • The TEXAS grant program and the Teach for Texas grant program • The need to make informed curriculum choices to be prepared for success beyond high school • Sources of information on higher education admissions and financial aid
	A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [TEC 37.083(a)]
	Dating violence policy (TEC Section 37.0831) A dating violence policy must: 1. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021 Family Code; and 2. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

	A policy addressing sexual abuse and other maltreatment of children that must include: - Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA]; - Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and - Available counseling options for students affected by sexual abuse or other maltreatment. *The policy must be included in any informational handbook provided to students and parents. (see TEC Section 38.004)
	Dropout Prevention Review – The District-Level committee of a district with a junior, middle, and high school campuses will analyze information related to dropout prevention and use the information to develop plans. - Results of audit of dropout records; - Campus graduation, dropout, and high school equivalency rates, and the percentage of students who remain in high school more than four years after entering grade 9; - Number of students who enter high school equivalency programs (HSEPs) and a) do not complete the HSEP, b) complete the HSEP but do not take the high school equivalency examination, or c) complete the HSEP and take the high school equivalency examination but do not obtain a high school equivalency certificate; - Students enrolled in grades 9 and 10, academic credit hours earned, retention rates, and AEP placements and expulsions; - Results of an evaluation of each school-based dropout prevention program in the district.
	Services to the Homeless Student (<i>NCLB</i>)
	Pregnancy Related Services (Section 9.5 in SAAH) - Description of your district's PRS program; - Describe the specific services available to a student through the PRS program; and - Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students.
CAMPUS IMPROVEMENT PLAN PROVISIONS	
	Each campus improvement plan must: Assess the academic achievement for each student in the school using the student achievement indicator system.
	Set the campus performance objectives based on the student achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
	Identify how the campus goals will be met for each student.
	Determine the resources needed to implement the plan.
	Identify staff needed to implement the plan.
	Set time lines for reaching the goals.
	Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

	8. Provide for a program to encourage parental involvement at the campus.
	9. Include goals and methods for violence prevention and intervention on campus.
	10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on: - Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention; - Student academic performance data; - Student attendance rates; - The percentage of students who are educationally disadvantaged; - The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and - Any other indicator recommended by the local school health advisory council.
	Dropout Prevention Review – The campus-Level committee of a junior, middle, and high school campus will analyze information related to dropout prevention and use the information to develop plans. - Results of audit of dropout records; - Campus graduation, dropout, and high school equivalency rates, and the percentage of students who remain in high school more than four years after entering grade 9; - Number of students who enter high school equivalency programs (HSEPs) and a) do not complete the HSEP, b) complete the HSEP but do not take the high school equivalency examination, or c) complete the HSEP and take the high school equivalency examination but do not obtain a high school equivalency certificate; - Students enrolled in grades 9 and 10, academic credit hours earned, retention rates, and AEP placements and expulsions; - Results of an evaluation of each school-based dropout prevention program in the district.
	Strategy for how the school will provide the parents individual student assessment results in a language the parents can understand.
	Pregnancy Related Services (Section 9.5 in SAAH) - Description of your district's PRS program; - Describe the specific services available to a student through the PRS program; and - Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students.
	CAP components for Special Education: Campus Plans (Optional) - Timeline for initial evaluation - Least Restrictive Environment - Related Services - Timeline for Reevaluation - Transition Services

TITLE I SCHOOLWIDE CAMPUSES ONLY: REQUIRED 10 COMPONENTS FOR TITLE I SCHOOLWIDE PROGRAMS	
	1. Comprehensive Needs Assessment
	2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
	3. Instruction by highly qualified teachers
	4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
	5. Strategies to attract high-quality highly qualified teachers
	6. Strategies to increase parental involvement
	7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
	8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
	9. Effective, timely additional assistance for students that experience difficulty mastering state standards
	10. Coordination and integration of Federal, State, and local services and programs
TITLE I TARGETED ASSISTANCE CAMPUSES ONLY: REQUIRED 8 COMPONENTS FOR TITLE I TARGETED ASSISTANCE PROGRAM	
	1. Program resources are used to help participating children meet state academic achievement standards
	2. Planning for identified students is incorporated into existing school planning
	3. Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program
	4. Each targeted assistance program is coordinated with and supports regular education programs
	5. Instruction is provided by highly qualified teachers
	6. Opportunities for professional development are provided
	7. Strategies to increase parental involvement are used
	8. Federal, state, and local services and programs are coordinated and integrated with the targeted assistance program

STAFF RESPONSIBLE	
	Positions of those who will implement and monitor the strategy
RESOURCES (CLEARLY SPECIFIED FUNDING, MATERIALS, PERSONNEL, ETC.)	
	State Comp Education dollar amounts and FTE's. 52% of the SCE funds must be specifically linked to appropriate strategies. A budget summary must also be attached.
	Federal funding sources such as: Title I, Title II, Title IV, Title III, etc. (or SSAs when applicable)
	Other grant sources
	State/Local funding sources
EVALUATION	
	Formative evaluation (periodic, measureable outcomes)
	Summative evaluation (annual measures of progress made toward stated objectives)

BRONTE ISD
Campus Improvement Plan
2016-2017

Date of School Board Approval

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

The District shall continuously provide increased opportunities for learning. 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.

Campus Improvement Planning and Decision Making Committee

[illegible]

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.

Title I, Part A

Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

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: 131.670

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 program throughout the school year.*

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

State Compensatory Education

STAAR	Math			Reading/ELA			Writing			Science			Social Studies		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard			% Met Standard		
All	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Students	88	93	88	91	85	85	80	74	88	90	80	89	74	73	82

	Drop Out Data				Completion Data	
	2013-2014		2014-2015		2013-2014	2014-2015
Students At-Risk	0		0		94.7	100
Students Not At-Risk	0		0		NM	100

If State Comp Ed funds are used for Kindergarten-2nd grade, the program for these students should be evaluated and reported.

The comprehensive, intensive, accelerated instruction program at this district/campus... consists of after school tutorials for students at-risk, two additional math teachers to reduce the student teacher ratio in math, and the purchase and implementation of the Capturing Kids Hearts program to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that... *(insert a brief narrative of the evaluation of SCE program findings).*

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
(statement should only be included for Schoolwide campuses. If Targeted Assistance campus, delete the statement.)

Only include program/fund sources that are received by your district.

These are some of the program/fund sources your district may receive: Title I, Part A, Title I, Part C (Migrant), Title I, Part D (Neglected/Delinquent), Title III, Title II, Part A, Special Education/IDEA-B, Carl Perkins, Title VI, Part B (Rural/Low Income), Priority/Focus Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local funds.

Federal	
Program/Funding Source	Amount of Funding
Title 1 (including REAP)	73,353
State	
Program/Funding Source	Amount of Funding
Comp Ed	196,861
Bilingual/ESL	5,411
Local	
Program/Funding Source	Amount of Funding

Comprehensive Needs Assessment Attendees

Date(s):

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature

Comprehensive Needs Assessment Summary 2016-2017

Section 1 – District Profile <i>Bronte ISD is a rural District covering 337 square miles and serving approx.. 255 students in grade EE – 12. We are 63% white, 36.6% Hispanic, 49.2% Eco Disadvantaged, and 40.1% at-risk.</i>	Section 2 – Data Reviewed <i>Data sources reviewed included the TAPR, PBMAS, and staffing data.</i>	Section 3 – Findings/Conclusions <i>We found that while most STAAR scores were above the Regional and State percentages in all subjects at all grade levels, areas of concern were identified in the Post-secondary readiness areas, including ACT/SAT scores, TSI scores, and % of students completing Dual Credit courses. We also found that Special Education, Hispanic, and Eco Disadvantage subpopulations require improvement in some areas.</i>	Section 4 – Strengths <u>Students:</u> 4th writing, 5th math and science, and US Hist EOC <u>Staff:</u> 100% HQ <u>Parents/Community:</u> - Good parent support <u>Facilities:</u> - Good shape - Plenty of room available
Section 5 – Weaknesses <u>Students:</u> - Attendance rates 8th grade History, ACT/SAT Scores, TSI Scores, % of Students enrolled in Dual Credit, Eco Dis in ELA EOC,			
Section 6 – Identified Needs - Advanced achievement scores 8th grade History - Post-secondary Readiness (ACT/SAT, TSI, % of DC enrollment)			

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: *By May 2018, 80% of all students in grades 11 and 12 and each student group will enroll in and complete 2 more dual credit courses.*

Summative Evaluation: *Course registration and individual student transcripts.*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Identify student groups that are underrepresented on college campuses. Provide resources and information to these students and caregivers of the advantages and opportunities afforded by dual credit enrollment.	2,9	Principal Counselor	Beginning of each semester	Local college representatives, internet, college disbursed materials, district technology, counselor		Number of students enrolled in dual credit courses
Provide academic advisement, course scheduling and educational planning that are linked to students' interests and long-term career and/or education goals.	2,9	Core subject teachers Principal, Counselor	Beginning of each semester	Student surveys, Local college representatives, internet, college disbursed materials, district technology, counselor		Number of students enrolled in dual credit courses
Introduce students to the institutional structures and requirements for enrolling in college. Provide assistance with college and financial aid applications, guidance in the process of selecting, applying to, and enrolling in college.	2,9	Core subject teachers Principal, Counselor	Beginning of each semester	Local college representatives, internet, college disbursed materials, district technology, counselor		Number of students enrolled in dual credit courses

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 2: By May 2018, 95% of all students in grades 11 and 12 will meet state criterion standards for college entrance exams.

Summative Evaluation: *Annual ACT/SAT, PSAT, and TSI results.*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide college preparatory courses such as advanced English, math, science, and social studies.	2, 9	Core subject teachers Principal, Counselor	Every semester	Local staff, course materials, local technology		Increase in percentage of students accepted into post-secondary opportunities.
Provide resources and information to students and caregivers on practice test available for the required college entrance exams.	2, 9	Core subject teachers Principal, Counselor	Continuously	Local college representatives, internet, college disbursed materials, district technology, counselor		Increase in percentage of students accepted into post-secondary opportunities.
Provide the PLAN test for sophomores, PSAT for juniors.	2, 9	Principal, Counselor	Annually	Act, Sat testing providers		Increase in percentage of students accepted into post-secondary opportunities.
Analyze/review students test results and provide supports and tutoring in students weak areas.	2, 9	Core subject teachers Principal, Counselor	Continuously	Local staff		Increase in percentage of students accepted into post-secondary opportunities.
Provide training and preparation for students in the following: SAT, ACT, TSI readiness	2, 9	Core subject teachers Principal, Counselor	Annually	Local staff, course materials, local technology		Increase in percentage of students accepted into post-secondary opportunities.

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 3: *By May 2017, 70% of students in 8th grade Social Studies will meet Level 2 Satisfactory level performance on STAAR.*

Summative Evaluation: State assessment results.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Focus on content reading and raising vocabulary associated with 8 th grade social studies.	9	8 th grade Social Studies teachers Principal	Daily	Textbooks, unit vocabulary, internet resources		STAAR results
Raise classroom expectations by demanding a higher-level thinking from the students.	9	8 th grade Social Studies teachers Principal	Daily	Lesson plans; expectations; student responsibility and accountability		STAAR results
Social studies teachers will focus on providing students with rich learning experiences that support student's acquisition of knowing and understanding with detailed knowledge of social studies content to support students in sub-groups who do not perform as well on standardized testing.	9	8 th grade Social Studies teachers Principal	Daily	Local materials, local funds, state funding, textbooks		STAAR results from all populations of students

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 3: *By May 2017, 70% of students in 8th grade Social Studies will meet Level 2 Satisfactory level performance on STAAR.*

Summative Evaluation: *State assessment results.*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Actively participate in professional development to ensure effective implementation of 8 th grade social studies materials and curriculum.	4, 8	8 th grade Social Studies teachers Principal	Annually	Local funding, State resources, Online trainings, In-service days		Enriched learning opportunities for student in classroom setting. STAAR results

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.
Objective 4: By May 2017, we will increase current levels of STAAR percent at advanced standard in each student group by 5%.
Summative Evaluation: State assessment results.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Participate in grade level meetings, PLCs, and professional development to share and discuss student achievement and best practices to ensure successes for all students.	4,8,11	Core subject teachers Principal, Counselor	Every 3 weeks	Local funds, planning periods		Improved performance and Increase in STAAR scores in each student population area
Analyze data on STAAR Reporting Categories, Readiness Standards, and Supporting Standards as they pertain to student achievement and curriculum alignment.	8,11	Core subject teachers Principal, Counselor	Annually	TEA website, STAAR district reports		Improved performance and Increase in STAAR scores in each student population area
Continue to increase the level of student engagement strategies and rigor of classroom instruction.	2,8,11	Core subject teachers Principal	Daily	Lesson plans; expectations; student responsibility and accountability		Improved performance and Increase in STAAR scores in each student population area
Submit lesson plans that include state standards, assessment framework, objective, and level of rigor, DOL, student activities, and multiple response strategies.	2,8	Core subject teachers	Daily	Lesson plans; expectations; student responsibility and accountability		Improved performance and Increase in STAAR scores in each student population area

Goal 2: In Bronte ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: Example: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Ensure that Bronte ISD strengthens partnerships with local colleges, universities, and education-related professional organizations to recruit new and qualified teachers.	4, 5	Principal, Superintendent	Annually	Local college representatives, internet, college disbursed materials, district technology, counselor		Number of qualified applicants.
Increase the radius of teacher recruitment efforts to include both in-state and out-of-state opportunities to broaden the applicant pool.	5	Principal, Superintendent	Beginning of each semester	Local technology, internet		Increase in the number of qualified applicants.
Host a Bronte ISD job fair to recruit potential teacher applicants.	5	Principal, Superintendent	Annually	Local funds, Facilities, staff		Job fair attendees.
Provide high quality training, mentoring and leadership development opportunities for teachers that lead to retention.	5	Principal, Superintendent	Continuously	Local funding, State resources, Online trainings, In-service days		Participation numbers in these training opportunities.

Goal 2: *In Bronte ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.*

Objective 2: *Example: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.*

Summative Evaluation: *Example: Student success on state assessments specific to targeted area of staff development*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	2, 4, 8, 11	Principal, Superintendent	End of each semester	Local funding, State resources, Online trainings, In-service days		Increased student performance
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	4, 5	Principal, Superintendent	Beginning of school year	Local funding, State resources, Online trainings, In-service days		100% core academic classes taught by HQ teachers, 100% paraprofessional with instructional duties will meet NCLB requirements

Goal 3: All students in Bronte ISD will be educated in learning environments that are safe, drug free, and conducive to learning.
Objective 1: Example: By May, 2017 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be kept at levels below 5% of the total Student population measured by PEIMS and number of discipline referrals.

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	9	Principal, Counselor	First grading period Monitor: end of each grading period	Local funding, State resources, Online trainings, In-service days		Reduction in PEIMS and discipline referrals
Providing training and techniques for teachers regarding student discipline and drug use.	4	Principal	Annually	Local funding, State resources, Online trainings, In-service days		Reduction in PEIMS and discipline referrals

Goal 4: All students in Bronte ISD will graduate from high school

Objective 1: By May 2017, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 100%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 100%

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 9	Principal, Designated teachers	End of each semester	Online computer programs, Fairview Accelerated School		Successful completion of course work to recover credits
Provide school and communities with opportunities for greater collaboration to plan and implement systemic approaches that include evidence-based solutions.	2,6,9	Principal, Counselor, Superintendent	Twice annually	Local funds, programs, facilities, social media		100% graduation rate
Provide mentoring and counselling for students that are at risk for dropping out.	2, 9	Principal, Counselor	As needed	Staff		100% graduation rate

Goal 5: Parents and Community will be partners in the education of students in Bronte ISD.

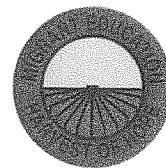
Objective 1: By May 2017, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Establish effective school-to-home and home-to-school communication via: newsletters, phone calls, school website, social media outlets, etc.	6, 10	Principal	Weekly	Local funds, technology, social media		Parents receive reports of student achievement and progress.
Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents.	6, 10	Counselor, Principal	Annually	Title I, State and local funds, PTA funds, Parent Liaison, Web-based resources, Community agencies		Documentation of participation
Engage families in school planning, leadership and meaningful volunteer opportunities.	6, 10	All staff Members	Annually	Local funds, technology, social media		Documentation of participation
Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.	6, 10	Principal, Superintendent	Annually	Title I, State and local funds, PTA funds, Parent Liaison, Web-based resources, Community agencies		Documentation of participation

Goal 6: Increase student attendance rates annually
Objective 1: Increase and maintain student attendance at 98% by 2018/2019
Summative Evaluation: Attendance records as maintained in TxEIS

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Encourage educators and community partners to communicate regularly with students' homes about the importance of daily school attendance.	2, 9	Core subject teachers Principal, Counselor, Superintendent	Daily	Staff, state resources, technology		Maintained student attendance over 98%
Establish incentives for good attendance.	2, 9	Principal	Daily	Local funds, local businesses		Maintained student attendance over 98%
Create a culture that focuses on daily school attendance.	2, 9	Core subject teachers Principal, Counselor	Daily	Staff, state resources, technology		Maintained student attendance over 98%



Priority for Service Action Plan

Title 1, Part C Migrant Education Program

Bronte ISD

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-11-, §1304 (d)]

Our mission is to carry out a program which builds upon student strengths, eliminates barriers, provides continuity of education, and produces levels of performance for migrant students that meet or exceed those of the general student population.

Priority for Service Action Plan

Bronte ISD will use MEP funds to meet first and foremost to meet the unique needs of migrant students identified on NGS for Priority for Service by providing them with supplemental instructional and support services. Our district will work with district personnel and the community to accomplish this in the following manner:

1. Identify and recruit every eligible migrant student that is either residing or enrolled in our district.
2. Accurately enter all required data on NGS and work with the district PEIMS data specialist in order to ensure that MEP student data is accurate and up to date.
3. Run and review NGS “Priority for Service” reports once a month. These reports will be explained and provided to district administrators to identify migrant children and youth who require priority access to MEP services.
4. Develop a PFS Action Plan for Service PFS students, including timelines for achieving stated goals and objectives.
5. Provide campus principals, appropriate campus staff, and parents the PFS criteria and updated NGS Priority for Service Reports on an on-going basis and through PAC meetings.
6. Title 1 Migrant Coordinator will use NGS Priority for Service reports to give priority placements to the PFS students in Migrant Education Program by ensuring that all counselors and campus contacts are provided a list of PFS students to monitor services for the success of the student.
7. Title 1 Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies by reviewing NGS PFS Reports in order to give these students the opportunity to participate in any program for which they are eligible.
8. Monitor every six weeks the academic progress of “Priority for Service” students.
9. Two home visits per year will be made to update parents on the academic progress of their children.
10. Organize 2 PAC meetings each year (Fall and Spring) in order to consult with parents on ways to improve the educational setting for their children.
11. Federal, State and Local Programs serve Priority for Service students:

NGS Data System

University CAMP Programs

TMIP Out of State STAAR Testing

Region 15 ESC MEP

UT System Programs

A Bright Beginning

Use of Migrant SSA Funds:

Bronte ISD

will implement the following activities:

1. Develop and carry out an effective plan for Identification and Recruitment that complies with all regulations and procedures in the current Identification and Recruitment Manual.
2. Enter required data on NGS.
3. Provide appropriate resources to work with parents of 3 and 4 year old children who are not enrolled in any other program.
4. Provide migrant trainings.
5. Organize the Migrant Parent Advisory Council with the goal of facilitating the involvement of migrant parents in school activities.
6. Work with Migrant High School Students on Secondary Credit Accrual.
7. Serve those migrant students that are identified on NGS for "Priority for Service."
8. Provide outreach activities to inform out of school migrant students and their parents about available education options.
9. Coordinate services within the community and the school district to meet the specific needs of migrant students.