

New Braunfels Independent School District

Seele Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 10, 2022

Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day.

SE Vision: We at Seele, are all team players who are invested in inspiring a community of Leaders!

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	

Rooted in history, building a legacy, and growing toward the future		
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- NBISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TEA Accountability [Reports](#) are used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data was used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 24, 2022, at Seele Elementary (via Zoom) to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in September 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year. When required stakeholders cannot attend scheduled meetings, the campus will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits.
- Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

Demographics

Demographics Summary

Demographics Summary Seele Elementary was established in 1954 and was named after Hermann Seele, the first educator to hold classes in New Braunfels, Texas. Over the years, Seele has added buildings, served as a 4th-5th grade campus and is now back to a neighborhood school providing for the needs of students in Kindergarten through Fifth grade. Seele is known as a legacy campus and it is not uncommon to have students attend whose parents, grandparents and even great grandparents were once students here. Seele Elementary has approximately 300 students enrolled. Enrollment at Seele has remained consistent over the last three years. With the revision of the “overflow” policy, students that are zoned for Seele, remain at Seele, and are not sent to other schools if classes are full. Rather, staffing patterns reflect each campus’ enrollment needs. There are 2-3 classrooms per grade level. The campus attendance rate for the 21.22 school year was approximately 93%. The breakdown of the student population for the 2021-2022 school year was as follows: 56% white, 39% Hispanic, 1.3% Asian, 0.66% African American and 2.96% multiple races. The population for Gifted and Talented was 8.88%, 32.5% are considered At Risk, and 10.2% of the population was Special Education. There were 41% Economically Disadvantaged and 1.3% LEP students. Our population is 54% male and 46% female.

The staff population includes 24 professional staff members and 5 instructional aides. 61% of teachers have between 11 and 30 years of teaching experience. 26% of teachers have between 1-10 years of experience. 80% of the teaching staff is white and 20% are Hispanic.

Parents and community members are active participants in campus life. Several parents volunteer on campus in the library, classrooms, gardens, and during morning drop off. Community members volunteer in the library to organize materials. RSVP program volunteers meet weekly with students to work on reading skills. Canine Classmates is an organization that provides social-emotional and reading support to students weekly. Students from New Braunfels High School participate in internship opportunities through daily coursework and student teachers from local universities complete their student teaching assignments at Seele throughout the year.

Demographics Strengths

Demographics Strengths

- Active parent, community, and district partnerships
- Staff have a strong sense of community with the families that attend Seele.
- Years of experience within the teaching staff is higher than district and state averages

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2021-2022, 33% of students were identified as at-risk. **Root Cause:** Majority of at-risk students are identified in the areas of academics, such as retention, state assessments, and beginning of year readiness assessments.

Problem Statement 2: Teacher demographics do not reflect student population demographics. **Root Cause:** Applicants and hired candidates do not reflect student demographics.

Student Learning

Student Learning Summary

Student Academic Achievement Summary All schools in Texas must meet standards set in 3 state accountability areas: Academic Achievement, Student Growth, and Closing the Gaps. Based on the State of Texas accountability ratings for the 21-22 school year, Seele Elementary received a Texas Accountability letter grade of 'A'. STAAR scores for the 2021 - 2022 school year were:

	Approaches	Meets	Masters
3rd Math	80%	63%	41%
3rd Reading	92%	67%	39%
4th Math	86%	43%	31%
4th Reading	92%	73%	41%
5th Math	96%	68%	38%
5th Reading	94%	74%	49%
5th Science	79%	47%	32%

[STAAR](#) data in grades 3-5 show that 71% of students met grade level expectations in reading and 59% met grade level expectations in math. District assessment data through HMH and mCLASS shows that 78% of kindergarten-2nd grade students are reading on or above grade level.

In regards to math, the district began using NWEA MAPs Growth during the second semester of the 21.22 school year. Baseline math data will be gathered from this assessment tool and used to determine growth goals.

Student Learning Strengths

- 90% of students in grades K-2 demonstrated at least a years worth of progress in reading
- 4th and 5th grade students demonstrated the following progress measures on 2021 STAAR:

4th Reading - 83% made progress

4th Math - 74% made progress

5th Reading - 88% made progress

5th Math - 83% made progress

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An average of 22% of students in grades K-2 are reading below grade level. **Root Cause:** Academic gaps in basic reading skills (decoding and comprehension).

Problem Statement 2 (Prioritized): 57% of students are performing below grade level expectations in 4th grade math. **Root Cause:** Math instructional practices in grades K-4 (planning, practice, assessment) are ineffective and not tightly aligned to grade level TEKS.

Problem Statement 3: Hispanic students are performing significantly below peers in the areas of reading, math, and science. **Root Cause:** Assessments do not reflect evidence based instructional practices.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Seele Elementary is aligned with NBISD's Scope and Sequence, which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing students that are Ready for Tomorrow, has continued to be a goal for our students, and can be observed through our focus on integrating technology, engaging students in instructional opportunities that focus on higher level thinking, problem solving skills, and cooperative learning. Our instructional model is based on Fundamental 5 practices. Teachers and school leaders have received extensive training in Fundamental 5 and are working to implement it with increased fidelity. Teachers participate in weekly PLCs to reflect on instructional practices, build a deeper understanding of grade level content, and improve the implementation of high yield strategies.

At Seele Elementary, we also place a great deal of focus on student progress. We review data on campus assessments, district assessments, and state assessments after each administration. Teachers use the data to set student performance and personal professional goals for the school year. We determine any needs for adjustment in our schedules, intervention programs, or instruction. Teachers monitor the progress of all students, especially those identified as at-risk and in need of RtI support. Parents are notified if their student has been identified as a student in need of support, and the intervention support that is being offered. Our master schedule is built with identified intervention/differentiation time for third through fifth grade that prevents interruption to grade level skills. The intervention team and classroom teachers work with students on identified skills during this time of each school day at these grade levels. In Kindergarten through 2nd grade, paraprofessionals go into classrooms and work with small groups of students to help provide differentiation in the classroom. When needed, paraprofessionals may also pull small groups of students to work on targeted skills. Teachers and paraprofessionals monitor academic progress students make in intervention. Data from progress monitoring is used to determine a need for a change in instructional strategies being utilized during interventions. Teachers conference with interventionists during monthly/bimonthly RTI (response to intervention) meetings.

In grades kindergarten through third, all teachers have been trained in the Science of Teaching Reading (STR) through the Texas Reading Academy. The Early Literacy Coach provides frequent modeling, feedback, and coaching to help teachers improve instruction and monitor student progress. Project Based Learning is a district initiative that has been phased in to ensure that students are able to utilize their knowledge to apply problem solving skills to present their learning in real world applications. Technology plays a critical role in all learning processes. Our district provides iPads for each Kinder-5th grade student. Students are taught to use a variety of resources for learning from supplemental programs to productivity apps that include word processing, dynamic presentations, digital portfolios, video creation, and more. K-2 teachers and students utilize Mclass to provide assessment data and literacy based skills for independent student practice. The Gifted/Talented Program is a pullout program for third through fifth graders. For the 22-23 school year, students will meet with the GT teacher for an hour once a week for instruction and learning experiences. All students participate in physical education, art, and music weekly. All students participate in rhythms once a week, in which our specials teachers integrate movement with rhythm. All students have access to the library and participate in classes once a week. All students have access to the counselor as needed and through scheduled group classes at least monthly.

The district curriculum team offers monthly collaboratives for teachers to participate in as part of an ongoing professional development opportunity. At the campus level, we meet collaboratively as a campus in vertical teams and in grade level teams/clusters to ensure that staff delivers aligned instruction and implements best practices with consistency. We had four new teachers to Seele during the 21-22 school year. The district implemented a mentor program for new teachers where the campus assigned mentor provided valuable support to the new teachers. Campus instructional interventionists participate in a district-wide intervention collaborative. They are trained in their content area, as well as coaching teachers on campus. While our campus has small grade level teams, we continue to assign a team leader that facilitates communication with administration about need during the school year and input for campus planning. Grade level leaders are invited to assist and collaborate in creating campus procedures through quarterly meetings. Students are assessed with campus and district level benchmarks to ensure progress towards the grade level knowledge and skills. These assessments are analyzed to determine continued needs for student learning and professional development needs for staff. Focus on data and RtI progress will allow our students and staff to make progress each year. Each year, the district sends out a survey to students, parents, and staff. The survey results are analyzed to determine the needs of the campus in all areas. Parents, teachers, and community members are involved in school processes through the Campus Improvement Committee. This committee shares information about campus processes, goals, and progress. The committee members have a voice in sharing concerns, celebrating success, and offering solutions that will positively impact the school community.

School Processes & Programs Strengths

School Processes & Programs Strengths -Frequent opportunities for grade level/content specific coaching and PLC. -Intervention periods built into the master schedule. -Consistent monitoring of student progress through RTI meetings -Technology access and integration to supplement instruction. - Special areas work collaboratively to engage students in high quality instruction. - Frequent communication and collaboration between teachers and campus leaders

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of best practices in math and reading instruction results in low student performance data. **Root Cause:** Lack of fidelity to coaching feedback and PLC outcomes.

Problem Statement 2: Lack of professional development in the area of math. **Root Cause:** Teachers and instructional leaders do not participate in high quality math professional development.

Perceptions

Perceptions Summary

Seele Elementary prides itself as a family. This concept begins with the manner in which the staff treats one another, and extends to how Seele Elementary values students, families, and the community. This core belief that we are Stronger Together is evident in all aspects of the campus and is reflected in how parents and community reflect on the campus as a whole. We teach students how to be the Best Version of Themselves through our Seele Star Values of-Be Safe, Be Respectful, Be Responsible, and Be Kind. To further support our values, our campus has developed an Effective Behavior Intervention Support Team (EBIS) that regularly looks at our student behavior system and creates ways to highlight those values throughout the school year. Our EBIS plan includes teaching and modeling these expectations to our students, and also provides support and training to our teachers so they can better implement our campus values in their classrooms. One aspect that continues to be utilized by our team is the Restorative Discipline process. This program trains our students and teachers to more proactively build community and includes classroom circle discussions to help facilitate the process. All grade level teams have been trained and have implemented this program with great success. Parent communication is also something viewed as a positive aspect of Seele Elementary. We utilize the School Messenger system for the principal's biweekly newsletter and weekly emailed newsletters from classroom teachers to inform our parents and families on activities taking place at Seele. In addition, teachers are expected to regularly reach out and keep families informed as to how students are performing throughout the school year. To further build the relationship between the campus and families, regular events are held to bring our families together including The Howard Street Music Festival, Grandfriends Day, heritage days (German Heritage Day, Dia de los Muertos, etc.), Science Night, Art Show, Literacy on the Lawn, book fairs, and PTA Read-a-Thon. The overall atmosphere of the campus is positive and the staff joins together as a family in order to best meet the needs of each other and the students we serve.

During the 21-22 school year, students, staff, and families were surveyed to gain an understanding of campus strengths and opportunities for improvement. Results from the parent survey showed strengths in areas such as: the school has a family and community feel, the school size is a positive factor in student learning, and opportunities for involvement are evident. Parents noted that campus renovations/upkeep and more individualized communication were opportunities for improvement. Staff survey results showed strengths such as family feel, effective leadership, and strong student-teacher relationships. Opportunities for improvement included school upkeep and student behavior. Student survey results showed the need to increase feelings of connection to teachers, staff, administration, and counselor.

Perceptions Strengths

- Parents feel that Seele is a respectful place where their students are cared for
- Staff feels that Seele is has a family-like environment where strong student/staff relationships are valued
- Students feel that they can ask and receive help from various staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents indicate a desire for increased personalized communication from their child's teacher regarding academic progress and needs. **Root Cause:** Individualized parent communication is not prioritized.

Problem Statement 2 (Prioritized): Campus facilities are in need of repair and upkeep. **Root Cause:** Systematic system of inspecting, reporting, completing, and following up on upkeep is not in place.

Problem Statement 3 (Prioritized): Staff recognition was rated low on the annual staff survey. **Root Cause:** Lack of fidelity to a systematic staff recognition and reinforcement system.

Priority Problem Statements

Problem Statement 1: In 2021-2022, 33% of students were identified as at-risk.

Root Cause 1: Majority of at-risk students are identified in the areas of academics, such as retention, state assessments, and beginning of year readiness assessments.

Problem Statement 1 Areas: Demographics

Problem Statement 2: An average of 22% of students in grades K-2 are reading below grade level.

Root Cause 2: Academic gaps in basic reading skills (decoding and comprehension).

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Inconsistent implementation of best practices in math and reading instruction results in low student performance data.

Root Cause 4: Lack of fidelity to coaching feedback and PLC outcomes.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents indicate a desire for increased personalized communication from their child's teacher regarding academic progress and needs.

Root Cause 5: Individualized parent communication is not prioritized.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: 57% of students are performing below grade level expectations in 4th grade math.

Root Cause 3: Math instructional practices in grades K-4 (planning, practice, assessment) are ineffective and not tightly aligned to grade level TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: Campus facilities are in need of repair and upkeep.

Root Cause 6: Systematic system of inspecting, reporting, completing, and following up on upkeep is not in place.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Staff recognition was rated low on the annual staff survey.

Root Cause 7: Lack of fidelity to a systematic staff recognition and reinforcement system.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals





Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 1: 80% of students will meet the MAPs Projected Growth Measure in Reading and Math EOY MAPs assessment.

High Priority

Evaluation Data Sources: MAPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in bi-weekly math and reading PLC and professional learning experiences (conferences, workshops, webinars) to improve content knowledge and teaching practices. Strategy's Expected Result/Impact: Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content. Staff Responsible for Monitoring: Administrators Instructional Coach Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Coach - 281 - ESSER II Grant - \$70,259	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers in grades K-5 will participate in data reviews and RTI meetings to track student progress throughout the year. Strategy's Expected Result/Impact: Student growth is monitored throughout the year. Students in need of intervention will receive additional support from the classroom teacher, instructional aide, and/or interventionist. Staff Responsible for Monitoring: Teachers Administrators Interventionists Instructional Coach Problem Statements: Demographics 1 Funding Sources: Interventionist - 211 - Title I, Part A - \$57,714	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide and monitor individualized supports for students across sub-pops and special programs. Strategy's Expected Result/Impact: Students in all subpop areas will meet federal and state targets for yearly growth. Students in special programs will achieve expected growth measures. Staff Responsible for Monitoring: Administrators Special program teachers and coordinators (dyslexia, SPED, campus LPAC coordinator, RTI teachers) Classroom teachers Funding Sources: Dyslexia teacher - 199-PIC 37, Dyslexia - \$32,694, Emergent Bilingual Resources - 199-PIC 25, 35 State Bilingual/ESL - \$150	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Hire additional staff in response to increased enrollment. Strategy's Expected Result/Impact: Maintain student to teacher ratios of 22:1 to promote more individualized attention to student academic performance and personal success. Staff Responsible for Monitoring: Administration Funding Sources: Classroom Teachers - 281 - ESSER II Grant - \$127,142	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In 2021-2022, 33% of students were identified as at-risk. Root Cause: Majority of at-risk students are identified in the areas of academics, such as retention, state assessments, and beginning of year readiness assessments.
School Processes & Programs
Problem Statement 1: Inconsistent implementation of best practices in math and reading instruction results in low student performance data. Root Cause: Lack of fidelity to coaching feedback and PLC outcomes.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)





Performance Objective 2: Increase the number of Seele 3rd-5th grade students performing at the Meets level of STAAR Reading from 71% Meets standard in 2022 to 79% Meets standard by May of 2025. The target for May of 2023 STAAR for all 3rd-5th grade students is 74% at the Meets standard.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim Assessments
STAAR
MAPs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in bi-weekly reading PLC. Strategy's Expected Result/Impact: Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: An average of 22% of students in grades K-2 are reading below grade level. Root Cause: Academic gaps in basic reading skills (decoding and comprehension).





Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 3: Increase the number of Seele 3rd-5th grade students performing at the Meets level of STAAR Mathematics from a baseline scale score of 59% Meets standard in 2022 to 71% Meets standard by May of 2025. The target for May of 2023 STAAR for all 3rd-5th grade students is 63% at the Meets standard.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim Assessments
STAAR
MAPs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in bi-weekly math PLC. Strategy's Expected Result/Impact: Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional instructional resources in the area of math fluency and numeracy. Strategy's Expected Result/Impact: Students will develop and improve foundational math skills regarding math fluency. Staff Responsible for Monitoring: RTI Teachers Instructional Coach Funding Sources: Instructional Resources - 211 - Title I, Part A - \$2,250	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 57% of students are performing below grade level expectations in 4th grade math. Root Cause: Math instructional practices in grades K-4 (planning, practice, assessment) are ineffective and not tightly aligned to grade level TEKS.

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 1: 70% of students will demonstrate mastery on 3rd-5th grade math and reading long-strand TEKS as evidenced by STAAR.

High Priority

HB3 Goal





Evaluation Data Sources: Formative monitoring through MAPs
Summative assessment through STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC agendas will include the practice of deconstructing of long-strand TEKS. Strategy's Expected Result/Impact: Increased teacher understanding of long-strand TEKS and impact CCMR measures. Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content. Staff Responsible for Monitoring: Administrators Instructional Coach	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor progress of student mastery of long-strand TEKS in grades K-5 reading and math. Strategy's Expected Result/Impact: Student academic growth in reading and math. Increase in performance levels across a variety of assessments (MClass, HMH, STAAR, district assessments) Staff Responsible for Monitoring: Teachers Administrators Interventionists Instructional Coach Instructional Aides Funding Sources: Instructional Aide, Intervention Teachers - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$144,705	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 1: Increase the number of students in grades 4-5 responding positively to "everyone matters" on annual student survey from 4.2 to 4.5 by May 2023.





Evaluation Data Sources: Annual student survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement strategies from the May 2022 counseling/parent survey. Strategy's Expected Result/Impact: Staff determines and implements opportunities for improvement based on the results of the 2022 counseling/parent survey. Staff Responsible for Monitoring: Administrators Counselor	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain a high quality instructional program that includes fine arts and field trips. Strategy's Expected Result/Impact: Students have opportunities to engage in high quality art instruction and develop additional skills beyond the core content areas. Staff Responsible for Monitoring: Administrators Art teacher Classroom teachers Funding Sources: Art Teacher - 281 - ESSER II Grant - \$70,149, Field Trips - 281 - ESSER II Grant - \$300	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 2: Develop a Seele Clubs after school program to promote student engagement in various interests and skills.





Evaluation Data Sources: Agendas and minutes from planning sessions

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly team leader meetings to develop the Seele Clubs program. Strategy's Expected Result/Impact: Seele Clubs program is developed by January 2023. Implement initial steps for Seele Clubs program by February 2023. Staff Responsible for Monitoring: Administrators Team Leaders	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 1: Increase overall staff recognition scale score from 3.94 to 4.25 by Spring 2023.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement action response to the May 2022 staff survey. Strategy's Expected Result/Impact: Increased scale score on the staff survey. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 3	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Recognize and reinforce teachers implementing CW and LF through campus-developed recognition system. Strategy's Expected Result/Impact: Quarterly increase in CW and LF as evidenced in walkthrough data. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 3	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Staff recognition was rated low on the annual staff survey. Root Cause: Lack of fidelity to a systematic staff recognition and reinforcement system.





Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase percentages of Fundamental Five instructional strategies used in the classroom by May 2023:

Framing the Lesson from 56% to 65%

Critical Writing from 23% to 45%

Evaluation Data Sources: Walk-through data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Fundamental 5 PD once a month at faculty meeting or PLC. Strategy's Expected Result/Impact: Teachers improve and increase use of Fundamental 5 strategies. Staff Responsible for Monitoring: Administrators Instructional Coach Interventionists Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Measure and share Fundamental 5 implementation data with classroom teachers on a monthly basis. Strategy's Expected Result/Impact: Staff is aware of strengths and opportunities for improvement regarding Fundamental 5 implementation. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Inconsistent implementation of best practices in math and reading instruction results in low student performance data. Root Cause: Lack of fidelity to coaching feedback and PLC outcomes.

Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 1: Increase the number of students in grades 4-5 responding positively to "staff takes time to listen, care, and connect" on annual student survey from 3.77 to 4.0 .

Evaluation Data Sources: Student survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Train all staff to implement EBIS strategies. Strategy's Expected Result/Impact: Staff engages with students in a positive manner. Staff supports the social emotional well being of all students (listen, care, connect). Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 1: Increase overall parent feedback scale score from 4.15 to 4.35 by Spring 2023.

Evaluation Data Sources: Annual parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase personalized communication to parents through the use of Parent Square by classroom teachers. Strategy's Expected Result/Impact: Parents and teachers engage in two way communication regarding student performance. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Communities in Schools, PTA, and campus resources to promote increased parent and student engagement. Strategy's Expected Result/Impact: Students and parents will attend school sponsored events such as Open House, Literacy Night, Science Night, Award Ceremonies, and other events that support engagement and student success. Staff Responsible for Monitoring: Administrators Communities in Schools Team Leaders Funding Sources: Parental Involvement and Engagement supplies and materials - 211 - Title I, Part A - \$5,250, Communities in Schools - 281 - ESSER II Grant - \$21,892	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents indicate a desire for increased personalized communication from their child's teacher regarding academic progress and needs. Root Cause: Individualized parent communication is not prioritized.

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Instructional Aide, Intervention Teachers		\$144,705.00
Sub-Total					\$144,705.00
Budgeted Fund Source Amount					\$144,705.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Emergent Bilingual Resources		\$150.00
Sub-Total					\$150.00
Budgeted Fund Source Amount					\$150.00
+/- Difference					\$0.00
199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dyslexia teacher		\$32,694.00
Sub-Total					\$32,694.00
Budgeted Fund Source Amount					\$32,694.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$57,714.00
1	3	2	Instructional Resources		\$2,250.00
6	1	2	Parental Involvement and Engagement supplies and materials		\$5,250.00
Sub-Total					\$65,214.00
Budgeted Fund Source Amount					\$65,214.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$70,259.00

281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Classroom Teachers		\$127,142.00
3	1	2	Field Trips		\$300.00
3	1	2	Art Teacher		\$70,149.00
6	1	2	Communities in Schools		\$21,892.00
Sub-Total					\$289,742.00
Budgeted Fund Source Amount					\$289,742.00
+/- Difference					\$0.00
Grand Total Budgeted					\$532,505.00
Grand Total Spent					\$532,505.00
+/- Difference					\$0.00

Addendums

Seele Elementary School Parent Engagement Policy 2022 - 2023

At Seele Elementary School, we recognize that parental engagement is an important aspect of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental engagement contributes greatly to student achievement and conduct.

The staff at Seele Elementary School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are invited to actively participate in school decision making through our CIC and other school and district committees. Parents are also encouraged to develop their leadership skills in governance and advocacy by attending school board meetings and getting involved in the Parent Teacher Association.

Seele Elementary also promotes the following values: Be Safe, Kind, Respectful and Responsible. We encourage students to accept responsibility and demonstrate respect for themselves, others and the environment. Through our EBIS initiative we are also encouraging a positive environment in which students can express their voice, learn and flourish.

Through conferences, Parent Square, weekly newsletters, and Ascender parents are provided with timely information about curriculum, assessments, and student proficiency levels. These ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional programming in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the Texas Education Standards (TEKS).

At Seele Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental engagement, which will ultimately improve student achievement.

PART I GENERAL EXPECTATIONS

Seele Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a Parent Engagement Policy that the school and parents of participating children agree on.
- The school will notify parents about the Parent Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the Parent Engagement Policy available to the local community on the campus webpage.
- The school will periodically update the Parent Engagement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its Parent Engagement Policy.

PART II
DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED
SCHOOL PARENTAL ENGAGEMENT POLICY COMPONENTS

1. Seele Elementary will take the following actions to involve parents in the joint development of its Parent Involvement Policy under section 1118(b) of the ESEA.
 - On an annual basis, the Campus Improvement Committee will revise the Parent Engagement Policy with input from parents and community members.
2. Seele Elementary will take the following actions to distribute to parents of participating children and the local community, the Parent Engagement Policy:
 - During fall Parent Conferences the School-Parent Compact and Parent Engagement Policy will be discussed.
 - The Parent Engagement Policy will be published on the district's website.
3. Seele Elementary will update periodically its Parent Engagement Policy to meet the changing needs of parents and the school:
 - The Campus Improvement Committee will annually review the Parent Engagement Policy for any issues to include but not limited to academic achievement, safety needs, and program needs.
4. Seele Elementary will convene an annual Title I meeting.
 - Notification will be sent home prior to the meeting. The meeting will take place at the beginning of the year.
5. Seele Elementary will provide information about Title I Programs to parents of participating children in a timely manner.
 - For the 2022 - 2023 school year, the campus will be using Title I funds to staff Instructional Coaches to support teachers in the areas of Reading and Math.
 - Continue to utilize instructional aides to support students in the areas of reading and math.
6. Seele Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the form of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Grade level goals and expectations will be discussed at each Parent Conference in the Fall.
 - Results of district and state assessments will be communicated to parents throughout the year.
7. Seele Elementary will incorporate the school-parent compact as a component of its Parent Engagement Policy:
 - The school-parent compact will be reviewed annually by the Campus Improvement Committee.
 - The school-parent compact will be distributed electronically via the campus website and parents will be reminded of this location at parent conferences.
8. Seele Elementary will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
 - The parents will be directed to write a letter to the Principal with their concerns.

PART III
SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC
ACHIEVEMENT

9. Seele Elementary will build the schools and parents' 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, through the following activities specifically described below:
 - The campus will encourage participation of dads/male role models through the DUDES program

- Encourage family participation in campus academic nights, music and arts programs, and PTA Family Nights.
 - The campus will encourage and utilize parents as volunteers in classrooms to support teachers in material management, individual reading support, science lab support, etc.
10. Seele Elementary will incorporate the school-parent compact as a component of its Parent Engagement Policy.
- The School-Parent Compact will be distributed to all the stakeholders at Fall Parent Conferences.
11. Seele Elementary will provide assistance to parents of children served by the school.
- Parents are always welcome to join in activities on campus before, during, and after school.
12. The school will, with assistance from its district, 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.
13. The school will, with assistance from its district and 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:
- Annual training during August inservice dates and during beginning of year faculty meetings that include parent input.

PART IV ADOPTION

This Parent Engagement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of:

- Seele Elementary CIC Meeting, August 16, 2022

This policy will be adopted by the Campus Improvement Committee on September 26, 2022 and will be reviewed annually each spring.

This school will inform and distribute this policy to all parents of participating Title I, Part A children during Fall Parent Conferences in October.

It will be made available to the local community in November. Seele Elementary notification to parents of this policy is found in the School-Parent Compact in a language the parents can understand.

Escuela Seele Elementary

Política de Involucramiento de Padres 2022 - 2023

En la Escuela Seele Elementary, reconocemos que el involucramiento de los padres es un aspecto muy importante para una educación efectiva. No debemos aislar el hogar de la escuela; las familias y las escuelas necesitan colaborar para ayudar a los niños a adaptarse a las responsabilidades de ser alumnos exitosos. Estudios de investigación muestran que el involucramiento de los padres contribuye enormemente al desempeño y conducta del estudiante.

El personal de la Escuela Seele Elementary cree que debemos ayudar a los padres a desarrollar habilidades para cumplir con las obligaciones básicas de la vida familiar y fomentar condiciones en el hogar que enfatizan la importancia de la educación y el aprendizaje. Se promueve la comunicación bidireccional sobre los programas escolares y el progreso de los estudiantes debido a la creencia de que la educación es una responsabilidad compartida con los padres. Los padres están invitados a participar activamente en la toma de decisiones escolares a través de nuestro CIC. También se anima a los padres a desarrollar sus habilidades de liderazgo en gobierno y defensa asistiendo a las reuniones de la junta escolar y participando en la Asociación de Padres y Maestros (PTA).

Seele Elementary también promueve los siguientes valores: ser seguro, ser respetuoso y ser responsable. Alentamos a los estudiantes a aceptar la responsabilidad y demostrar respeto por ellos mismos y el medio ambiente. A través de nuestra iniciativa PBIS también fomentamos un entorno positivo en el que los estudiantes puedan expresar su voz, aprender y florecer.

A través de conferencias, Parent Square boletines semanales, y Ascender los padres reciben información oportuna sobre el plan de estudios, las evaluaciones, y los niveles de los estudiantes. Esto ayudará a la escuela a mantener el enfoque en nuestra responsabilidad principal de proporcionar un plan de estudios de la más alta calidad y ofrecer un programa de instrucción basado en un ambiente de apoyo y enseñanza que permite que todos los estudiantes alcancen las expectativas académicas establecidas por los estándares de educación de Texas.

En la Escuela Seele Elementary, creemos que los padres tienen la responsabilidad y oportunidad de trabajar con la escuela en una sociedad de apoyo y respeto mutuo con la finalidad de ayudar a los estudiantes a alcanzar el éxito en la escuela. Estamos comprometidos a incrementar la cooperación de los padres para mejorar el desempeño de los estudiantes.

1ª PARTE

EXPECTATIVAS GENERALES

La Escuela Seele Elementary se compromete a implantar los siguientes requerimientos reglamentarios:

- La escuela, en conjunto con los padres, desarrollarán y distribuirán una Política de Involucramiento de Padres previamente aprobada por la escuela y padres de alumnos participantes en el programa escolar.
- La escuela explicará y distribuirá a los padres la Política de Involucramiento de Padres usando un formato práctico, entendible uniforme, en un idioma que los padres puedan entender.
- La escuela mantendrá disponible la Política de Involucramiento de Padres para toda la comunidad en el portal de Internet del plantel.
- La escuela actualizará periódicamente la Política de Involucramiento de Padres para alcanzar las necesidades escolares y de los padres.
- La escuela adoptará el uso de un contrato entre escuela y padre como uno de los componentes de la Política de Involucramiento de Padres.

2ª PARTE

DESCRIPCIÓN DE LA MANERA EN QUE LA ESCUELA IMPLANTARA EL INVOLUCRAMIENTO REQUERIDO DE LOS PADRES

1. La Escuela Seele Elementary tomará las siguientes medidas para incluir a los padres en la creación de la Política de Involucramiento de Padres, bajo la sección 1118(b) de ESEA.
 - El Comité de Mejoras del Plantel revisará anualmente la Política de Involucramiento de Padres al considerar retroalimentación de padres y miembros de la comunidad.
2. La Escuela Seele Elementary las siguientes acciones para distribuir la Política de Involucramiento de Padres a la comunidad local, así como a los padres de niños participando en el programa:
 - La escuela discutirá la Política de Involucramiento de Padres, así como el Contrato entre Padres-Escuela durante la Conferencia para Padres, que se lleva a cabo durante otoño.
 - La participación de los padres política será publicada en el sitio web distrito.
3. La Escuela Seele Elementary actualizará periódicamente su Política de Involucramiento de Padres para alcanzar las necesidades escolares y de los padres.

- El Comité de Mejoras del Plantel revisará anualmente la Política de Involucramiento de Padres para añadir cualquier situación, sin limitar únicamente a desempeño académico, necesidades de seguridad y necesidades del programa.
- 4. La Escuela Seele Elementary organizará una junta anual.
 - Se enviará una notificación a casa antes de la junta. La junta se llevará a cabo al comienzo del año escolar.
- 5. La Escuela Seele Elementary proporcionará información oportuna sobre Programas “Title I” para aquellos padres de niños participando en el programa.
 - Para el año escolar 2022-23, el plantel usará fondos de “Title I” para apoyar a estudiantes deficientes en las áreas de Matemáticas y Lectura con instrucción adicional administrada por Maestros de Intervención.
- 6. La Escuela Seele Elementary proporcionará a los padres de estudiantes participantes, una descripción y explicación del plan de estudios que se usará en la escuela; la evaluación académica usada para evaluar el desempeño; y los niveles de desempeño que los alumnos deberán alcanzar:
 - Los resúmenes de los estándares de grado serán presentados y discutidos por cada maestro en las conferencias de padres de otoño
 - Los resultados de las evaluaciones del distrito y del estado estarán disponibles para los padres a través de calificaciones y/o conferencias con los padres.
- 7. La Escuela Seele Elementary incorporará un contrato entre escuela y padres como uno de los componentes de su Política de Involucramiento de Padres:
 - El contrato entre escuela y padres será actualizado anualmente por el Comité de Mejora del Plantel.
 - El contrato entre escuela y padres será distribuido y revisado con los padres y estudiantes durante las Juntas para Padres en Otoño.
- 8. La Escuela Seele Elementary entregará al distrito opiniones de los padres si acaso el plan escolar bajo sección (1114)(b)(2) no es satisfactoria para los padres de estudiantes participantes:
 - Se les pedirá a los padres que escriban una carta dirigida al Director con sus quejas.

3ª PARTE

RESPONSABILIDAD COMPARTIDA PARA QUE EL ESTUDIANTE ALCANCE UN ALTO NIVEL DE DESEMPEÑO ACADÉMICO

- 9. La Escuela Seele Elementary construirá un sistema de involucramiento de padres robusto con el fin de asegurar la cooperación de los padres y apoyar una

sociedad entre la escuela, padres y la comunidad para mejorar el desempeño académico de los estudiantes a través de las siguientes actividades específicas:

- El plantel exhortará la participación de los papás a través del programa “D.U.D.E.S.” y todos los miembros de la familia, noches de familiares.
 - El plantel utilizará a los padres como voluntarios en el salón de clases para apoyar a los maestros con el manejo del material, apoyo a la lectura individual, apoyo en el laboratorio de ciencia, etc.
10. La Escuela Seele Elementary incorporará el contrato entre Escuela y Padres como uno de los componentes de la Política de Involucramiento de Padres.
- El Contrato entre Escuela y Padres se revisará durante las Conferencias de Padres en otoño.
11. La Escuela Seele Elementary proporcionará ayuda a padres de alumnos recibiendo servicios escolares.
- Los padres son siempre bienvenidos a participar en actividades escolares durante horas normales o después de clases.
12. La escuela, apoyada por el distrito, proporcionará los materiales y el entrenamiento para ayudar a los padres a trabajar con sus hijos(as) para mejorar el desempeño académico a través de entrenamiento literario, usando tecnología conforme sea adecuado.
13. La escuela, apoyada por el distrito y padres, educará a sus maestros, personal que proporcione servicio a los pupilos, directores y otros miembros del personal, la manera en que deberán comunicarse y trabajar con los padres considerándolos socios. Enseñará a valorar las contribuciones de los padres, así como también la manera correcta de aplicar/coordinar programas para padres e implantar/coordinar los programas para padres con el fin de construir una sociedad firme entre los padres y la escuela. Todo esto se logrará a través de:
- Capacitación anual durante las fechas de capacitación de agosto.

4ª PARTE ADOPCIÓN

Esta Política de Involucramiento de Padres ha sido desarrollada en conjunto con los padres de alumnos participando en los Programas “Título I, Parte A,” dejando como evidencia la minuta de:

➤ Reunión CIC la Escuela Seele Elementary, 16 de agosto de 2022

Esta política será adoptada por CIC de la escuela el 16 de agosto, 2022 y será revisado anualmente cada primavera

Esta escuela informará y distribuirá la política a todos los padres de estudiantes participando en los programas “Título I, Parte A” durante Conferencias de Padres de Otoño.

Estará disponible para la comunidad local en noviembre.