

# **New Braunfels Independent School District**

## **Lone Star Early Childhood Center**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: A**



**Board Approval Date:** November 13, 2023

# Mission Statement

*Engage. Empower. Learn.*

## Vision

Every student. Every day.

## Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Annual CNA Process:

- District and campus administrators review the goals set by the board of trustees.
- Each campus establishes teams to examine multiple sources of data.
- Teams analyze collected data to identify campus strengths and needs.
- Campus representatives bring summaries of their campuses identified strengths and prioritized needs to a meeting of the District Educational Improvement Committee (DEIC) to help develop the district's CNA.
- CNA findings are the foundation of the district and campus improvement plans which identify strategies and activities to address identified strengths and needs. Priorities and needs correlate with justifications for ESSA program expenditures.

The LSECC Campus Improvement Committee (CIC), which consists of campus administrators and teachers, parents, and community and business representatives, began conducting a comprehensive needs assessment for school year 2022-2023 beginning in May of the 2022 school year. Updates and revisions occur through the school year and will continue throughout the year as needed. Multiple data sources and transition information from the nine district elementary schools were reviewed, discussed and disaggregated. Strengths were identified to build upon. Needs and concerns were prioritized. Meetings with Head Start and CIS were also held and that partnership information factored into the comprehensive needs assessment. On-going needs will be documented during the formative review process.

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

Lone Star Early Childhood Center serves the entire New Braunfels Independent School District as a title 1 Early Childhood Center. New Braunfels is halfway between Austin TX and San Antonio TX in Comal County, which is currently one of the fastest growing counties in the nation. It is a city rich with history, culture and tradition, making it an ideal place for families to move to. As a result, the district as a whole has continued to see an increase in enrollment. Due to this rapid growth, NBISD built additional elementary campuses to accommodate overall student enrollment as well as student demographic balance. NBISD has a partnership with CCSCT in order to accommodate Head Start students along with our state qualified PK students. LSECC also serves special education students that are ages 3 and 4 in our ECSE program. There is a tuition program available for 4 year olds. All classrooms have certified teachers and a highly-qualified para-professional assigned. The maximum class enrollment for PK4 classes that have Head Start students is 20 students with two adults. For other classrooms, the student to teacher ratio is 22:2. LSECC enrolled 364 PK students in October of 2019. LSECC had 372 students enrolled as of March 2020. Enrollment for the 2021-2022 school year ended in May with 280 students with around 78% educationally disadvantaged. Fall enrollment as of 8/31/22 is 289. The district is working to increase PK enrollment after a decrease in enrollment post COVID.

## Demographics Strengths

- Dedicated Early Childhood Center in the district to serve our PK aged students. We also support the district's ECSE students which are 3 and 4 year old children with disabilities.
- Attendance for LSECC's ADA was 94% for 18-19 school year. 93% ADA for the 19-20 school year. ADA for the 2021-2022 school year was at 90% overall and in 2022-2023, it was at 92.3%. This was a combination of our EE and PK coded classrooms.
- Diverse variety of students enrolled - second language, homeless, foster, educationally disadvantaged and tuition students. We also partner with Head Start to provide wrap around services for our most needy families in the NBISD community.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Overall district attendance rate is just below 96%. LSECC campus attendance rates for the 2017-2018 and 2018-2019 school years were 94%. Attendance rate for the 2021-2022 school year was at 90% and in 2022-2023 it was at 92.3% **Root Cause:** PK students generally have the lowest attendance rates due to it being their first time in school. The parents are also unaware that once they enroll their students in public school PK that they are required to follow the compulsory attendance laws.

**Problem Statement 2 (Prioritized):** Adult to student ratios for 3 and 4 year old children must be smaller than K-4 class size caps of 22:1 to ensure adequate adult supervision and learning opportunities. **Root Cause:** Young children require high levels of adult interaction and supervision.

# Student Learning

## Student Learning Summary

All PK students are assessed using the CLI Engage, Brigance and Scholastic PK On My Way assessments. Head Start classroom staff are also rated using the CLASS observation.

### End of Year data on the CLI Engage: 2022-2023

#### English

English ABC Names Proficient: 62% Emerging: 30% Developing: 1% Out of Range: 7%

English ABC Sounds Proficient: 71% Emerging: 21% Developing: 2% Out of Range: 7%

English Numbers Proficient: 66% Emerging: 26% Developig: 2% Out of Range: 7%

#### Spanish

Measure Proficient Emerging Developing Out of Range

Nombre de las letras Proficient: 67% Emerging: 33% Developing: 0% Out of Range: 0%

Sonidos de las letras Proficient: 95% Emerging: 5% Developing: 0% Out of Range: 0%

Números Proficient: 58% Emerging: 42% Developing: 0% Out of Range: 0%

## Student Learning Strengths

LSECC's strengths in the area of student achievement are:

English ABC Sounds (71% Proficient) and Spanish Sounds-Sonidos de las letras (95% Proficient)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math, Science & Technology, The Arts and English Language Acquisition. **Root Cause:** First time enrolling in school with varied background experiences

**Problem Statement 2 (Prioritized):** Parents shared in a survey that larger class sizes and communication were two main areas where there was an opportunity for improvement. **Root Cause:** PK parents may not have the knowledge base regarding class size limits and waivers through TEA. We are always looking for ways to improve our communication - this was actually a theme for strengths and opportunities for improvement.

**Problem Statement 3 (Prioritized):** At Risk students may need supplemental support. **Root Cause:** PreKinder students arrive at school for the first time at a various levels of academic readiness.

# School Processes & Programs

## School Processes & Programs Summary

All LSECC classrooms utilize the Scholastic PK On Way comprehensive curriculum which is in English and Spanish. The Scholastic curriculum covers Literacy, Math, Social Studies, Science, Physical and Social-Emotional learning areas. In January, we go through the RTI process to look at academic needs.

The campus uses Effective Behavior Interventions & Supports schoolwide in order to develop optimal mental health practices and promote positive behavior. We are safe, responsible and respectful with structures in place in all common areas and classrooms to enhance this first school experience. LSECC Campus Improvement Committee has developed a mission statement and we use common language to promote positive behaviors in our children. We utilized Educator's Handbook to track behavior by individual, classroom, location, time of day and instructional setting. We use an RTI process to plan for additional supports for children to be successful socially, emotionally and behaviorally. The Assistant Principal and Behavior Specialist are the campus behavior coordinators who will attend trainings together throughout the year.

NBISD partners with CCSCT/Head Start to offer wrap-around services for the families and students that qualify. Communities in Schools (CIS) also works with us to provide services to children and families in need.

## School Processes & Programs Strengths

- EBIS team in place to meet monthly and create a PBIS school-wide systems for the PK students with intensive professional development for campus Behavior Coordinators.
- Partnership with Head Start/CCSCT to provide academic, emotional and family supports to the most at-risk students.
- Team Leader monthly meetings for campus-wide decision-making.
- Campus Improvement Committee meeting held quarterly with classroom teachers, parents, community and HeadStart staff representation.
- Faculty Meetings held monthly with an emphasis on Professional Development for teachers and instructional paraprofessional--collaboration with Head Start staff.
- Home visits twice annually with Head Start students' families to set and discuss development of parental goals for their student/s while in PreK.
- Behavior RTI structures and supports are in place to address children's needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students with disabilities must be thoughtfully placed so they receive services and supports in the least restrictive environment appropriate to the needs of the children. considering inclusion opportunities with typically developing peers, so they can fully access PreK, age appropriate learning. **Root Cause:** Students with disabilities may be academically, developmentally, and/or physically behind their age group peers and require thoughtful and accurate IEP's.

**Problem Statement 2 (Prioritized):** Educationally disadvantaged students need presentations and other outside learning experiences in order to access diverse learning experiences. **Root Cause:** Families and children living in poverty and other challenging situations do not have the monetary means to provide diverse experiences for their children.



**Problem Statement 3 (Prioritized):** Some students need support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause:** Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

**Problem Statement 4 (Prioritized):** Parents need to have information about LSECC, especially as a Title I Schoolwide Campus. Parents indicate they would like more communication, in various ways, provided about school events.. **Root Cause:** Parents may not always have time to read the paper newsletters sent home in students folder, so communicating in many different modalities will help everyone to be better informed.

**Problem Statement 5:** Students who ride buses leave school 30 - 40 minutes before all other students, shortening their instructional minutes per day. **Root Cause:** Buses transport our PreK children to their neighborhood campuses and need to leave early to arrive on time at their other campuses.

# Perceptions

## Perceptions Summary

Teachers perceptions - Teachers feel the overall climate at LSECC is positive and they enjoy working here. The teachers also appreciate the front office staff being pleasant, helpful and cooperative. The teachers believe that the students enjoy coming to school each day. Staff indicated that strengths of our campus were the following: Caring & Committed Staff and Teamwork. Staff noted that the following were opportunities for improvement: Communication and Class size.

Parent perceptions - Parents feel welcomed at LSECC and said their children like coming to school with the overall climate of the school being positive. Parents feel the school's focus is on teaching and learning and their children are prepared for success at the next grade. Parents believe that the teachers have high expectations for their students and that their child feels physically safe at school. The parents also felt that they were informed of activities such as parent meeting, student performances and special activities. Parents report it's easy to get an appointment with the teacher or an administrator and their overall experience with the school was excellent. Parents noted that the campus strengths were the following: Caring and Committed Staff and Communication. Parents note that the following were opportunities for improvement: Communication and Class size.

## Perceptions Strengths

- Teachers enjoy coming to work at LSECC because of the positive culture and climate.
- Parents feel welcomed and feel the staff have high expectations for their children. The parents also feel that LSECC has prepared their child for Kinder.
- Children perceive LSECC as a caring and supportive environment where they are kept safe. Children are actively engaged in play-based learning with an intentional underlying philosophy that learning is fun.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Staff would like more of a voice in campus decision-making. **Root Cause:** Only a select group of teachers are on various campus committees like Team Leaders and EBIS committees. If a teacher is not on one of these committees, they may feel that their voice isn't directly heard, but only heard through teammates.

**Problem Statement 2 (Prioritized):** Some teachers feel that they need to broaden or deepen family engagement to ensure the children are successful. **Root Cause:** Since this may be the parents first time with a school-aged child, they may not have the time or understanding to know how to support teachers.

# Priority Problem Statements

**Problem Statement 1:** Overall district attendance rate is just below 96%. LSECC campus attendance rates for the 2017-2018 and 2018-2019 school years were 94%. Attendance rate for the 2021-2022 school year was at 90% and in 2022-2023 it was at 92.3%

**Root Cause 1:** PK students generally have the lowest attendance rates due to it being their first time in school. The parents are also unaware that once they enroll their students in public school PK that they are required to follow the compulsory attendance laws.

**Problem Statement 1 Areas:** Demographics - Student Achievement - Parent and Community Engagement - Demographics

**Problem Statement 2:** When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math, Science & Technology, The Arts and English Language Acquisition.

**Root Cause 2:** First time enrolling in school with varied background experiences

**Problem Statement 2 Areas:** Student Achievement - Student Learning

**Problem Statement 3:** Parents shared in a survey that larger class sizes and communication were two main areas where there was an opportunity for improvement.

**Root Cause 3:** PK parents may not have the knowledge base regarding class size limits and waivers through TEA. We are always looking for ways to improve our communication - this was actually a theme for strengths and opportunities for improvement.

**Problem Statement 3 Areas:** Parent and Community Engagement - Student Learning

**Problem Statement 4:** Students with disabilities must be thoughtfully placed so they receive services and supports in the least restrictive environment appropriate to the needs of the children. considering inclusion opportunities with typically developing peers, so they can fully access PreK, age appropriate learning.

**Root Cause 4:** Students with disabilities may be academically, developmentally, and/or physically behind their age group peers and require thoughtful and accurate IEP's.

**Problem Statement 4 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - School Processes & Programs

**Problem Statement 5:** Staff would like more of a voice in campus decision-making.

**Root Cause 5:** Only a select group of teachers are on various campus committees like Team Leaders and EBIS committees. If a teacher is not on one of these committees, they may feel that their voice isn't directly heard, but only heard through teammates.

**Problem Statement 5 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - Perceptions

**Problem Statement 6:** Some teachers feel that they need to broaden or deepen family engagement to ensure the children are successful.

**Root Cause 6:** Since this may be the parents first time with a school-aged child, they may not have the time or understanding to know how to support teachers.

**Problem Statement 6 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Parent and Community Engagement - Perceptions

**Problem Statement 7:** Parents need to have information about LSECC, especially as a Title I Schoolwide Campus. Parents indicate they would like more communication, in various ways, provided about school events..

**Root Cause 7:** Parents may not always have time to read the paper newsletters sent home in students folder, so communicating in many different modalities will help everyone to be better informed.

**Problem Statement 7 Areas:** Parent and Community Engagement - School Processes & Programs

**Problem Statement 8:** At Risk students may need supplemental support.

**Root Cause 8:** PreKinder students arrive at school for the first time at a various levels of academic readiness.

**Problem Statement 8 Areas:** Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Student Learning

**Problem Statement 9:** Educationally disadvantaged students need presentations and other outside learning experiences in order to access diverse learning experiences.

**Root Cause 9:** Families and children living in poverty and other challenging situations do not have the monetary means to provide diverse experiences for their children.

**Problem Statement 9 Areas:** Curriculum, Instruction, and Assessment - School Processes & Programs

**Problem Statement 10:** Adult to student ratios for 3 and 4 year old children must be smaller than K-4 class size caps of 22:1 to ensure adequate adult supervision and learning opportunities.

**Root Cause 10:** Young children require high levels of adult interaction and supervision.

**Problem Statement 10 Areas:** Demographics - Student Achievement - Demographics

**Problem Statement 11:** Some students need support and/or instruction in appropriate behaviors for a public school academic environment.

**Root Cause 11:** Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment - School Processes & Programs

# 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)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## **Support Systems and Other Data**

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

# Goals





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

**Performance Objective 1:** Increase the percentage of students scoring "Proficient" academic growth as determined by CLI's standardized criterion-referenced measure in the following academic areas:

ABC Names from 62% to 70%  
     Spanish from 67% to 75%  
 ABC Sounds from 71% to 80%  
     Spanish--maintain 95% or higher  
 Numbers from 66% to 70%  
     Spanish --58% to 70%  
 Math from 80% to 85%  
     Spanish --81% to 85%

**Evaluation Data Sources:** CLI Wave 1,2,3 data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement Foundations curriculum from January to May with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased proficiency with ABC sounds <b>Staff Responsible for Monitoring:</b> Teachers Admin  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Wilson - Foundations Kit - 282 - ESSER III Grant - \$8,000	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Engage in a focused review of students performance on CLI at the end of each Wave to determine needs particularly in areas of literacy and math in order to plan solutions to meet those needs. These needs are discussed with parents during the fall Parent-Teacher conferences and home visits.  <b>Strategy's Expected Result/Impact:</b> Student progress in the target areas of the CLI Engage noted on the campus scorecard <b>Staff Responsible for Monitoring:</b> CIC Teachers Admin Team  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use Ready Set Math as a resource to teach the numeracy PreK guidelines in a sequential and conceptual way with the support of paraprofessionals.  <b>Strategy's Expected Result/Impact:</b> Student progress as evidenced by Knowledge Checks and increase in CLI math scores that align with numeracy. <b>Staff Responsible for Monitoring:</b> Teachers Admin Team CIC  <b>Funding Sources:</b> Ready, Set, Math - 282 - ESSER III Grant - \$3,375, Paraprofessionals - 211 - Title I, Part A, Math manipulatives, measurement and geometry resources - 211 - Title I, Part A - \$1,000	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

**Performance Objective 2:** Increase the percentage of time learning in English to 20% for our bilingual classes.

**Evaluation Data Sources:** Lesson Plans, CLI, Walkthroughs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement the bridging strategy in math consistently. <b>Strategy's Expected Result/Impact:</b> Increase in Math CLI data in English <b>Staff Responsible for Monitoring:</b> Bilingual teachers Admin	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			







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

**Performance Objective 3:** At least 80% of children will score in the "Secure" range in 5 out of 7 measures on the Heggerty Phonemic Awareness Assessment.

**Evaluation Data Sources:** Heggerty Phonemic Awareness Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement Heggerty lessons consistently using gestures to support engagement. <b>Strategy's Expected Result/Impact:</b> Increased proficiency on Heggerty Phonemic Awareness tasks. <b>Staff Responsible for Monitoring:</b> Admin Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 4:** Increase TPEIR Kinder Readiness for children who attended public PreK from 39.5% (21-22) to 50% (22-23).

**Evaluation Data Sources:** TPEIR Report (M-CLS- English and Spanish)

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

**Performance Objective 1:** LSECC administration will work with 100% of the elementary campus administrators to improve the transition from LSECC to Kindergarten at their home-zoned campuses to maximize student success.

**Evaluation Data Sources:** Record of campus administrative meetings - "Pass the Baton"

Campus Principal Survey to determine needs

Follow Up 2024-2025 data (survey/student achievement data)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and deliver a survey to elementary principals, assistant principals, and Kindergarten teachers to seek input on the transition from LSECC to elementary campuses. Analyze results to create an improvement plan. Share plan with campuses. <b>Strategy's Expected Result/Impact:</b> Smooth and productive transition <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Host cross campus visits for PreK teachers to visit Kinder campuses and Kinder teachers to visit Lone Star. Develop and share a debriefing protocol. <b>Strategy's Expected Result/Impact:</b> Increased understanding of bridging gaps Vertical alignment <b>Staff Responsible for Monitoring:</b> Admin Teachers	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Host a sharing session on Conscious Discipline strategies with Kinder teachers in the summer or during a Spring PD day. <b>Strategy's Expected Result/Impact:</b> Improved transitions to kinder <b>Staff Responsible for Monitoring:</b> Admin Teachers	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> ES Kinder Camp held in August for all incoming Kinder students. Have Head Start staff attend to be a familiar face at ES campus <b>Strategy's Expected Result/Impact:</b> Improve family comfort level for transition to Kinder <b>Staff Responsible for Monitoring:</b> ES Admin LSECC Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

**Performance Objective 2:** LSECC will provide children a minimum of six opportunities throughout the year to increase awareness of college and career readiness, while also broadening their community perspective.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with CIC, the community and the high school to develop these opportunities to include field trips and invitations to professional businesses/speakers. <b>Strategy's Expected Result/Impact:</b> Increased awareness of community and careers EOY Student Assessment <b>Staff Responsible for Monitoring:</b> Teachers Admin CIC  <b>Funding Sources:</b> Field Trip fees - 211 - Title I, Part A - \$1,000	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:** 100% of the teachers at LSECC will engage in professional learning communities in order to learn the seven skills of Conscious Discipline in order to effectively teach these skills to children.

**Evaluation Data Sources:** PLC 100-Day Plan  
 Student Observation Data  
 Universal Screener for Social Emotional Behavioral Supports  
 Teacher Surveys  
 Walkthroughs  
 Mini-instructional Rounds/Learning Walks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to employ a full time Campus Behavioral Interventionist to work with students, teachers, paraprofessionals, and parents as they help young children develop social and emotional competencies through the implementation of Conscious Discipline strategies. Educator's handbook will help track student progress and improvement in areas related to behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Children will learn behavioral and social skills to integrate effectively into a public school learning environment. Teachers, parents and other adults will learn skills to support children who may struggle with appropriate responses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Behavior Coordinators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Behavior Interventionist - 211 - Title I, Part A - \$58,929, Behavior Interventionist - 287 - Title IV - \$27,531</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide opportunities for paraprofessionals to learn and implement the strategies in Conscious Discipline to support children's social-emotional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Observations and survey results will show paraprofessionals will align with professionals in supporting children using Conscious Discipline strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Paraprofessionals Teachers Admin</p> <p><b>Funding Sources:</b> Paraprofessionals - 211 - Title I, Part A - \$94,882</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide a READI classroom for students with Autism or suspected Autism to provide structure, schedules and routines to promote a successful transition to inclusive environments. <b>Strategy's Expected Result/Impact:</b> Increased inclusivity of students with special needs  <b>Funding Sources:</b> READI Grant Teacher - 429 - AU Grant - \$60,239, READI Paraprofessional - 429 - AU Grant - \$27,364, Collab Paraprofessional - 285 - ARP Grant - \$25,000	Formative		
	Nov	Feb	May
<div> <div>  No Progress            Accomplished            Continue/Modify            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 2:** LSECC SPED teachers will work collaboratively with administration to ensure 100% of our children with special needs will be appropriately placed in high-quality least restrictive environments to the maximum extent appropriate for each child.

**Evaluation Data Sources:** IEPs  
Walkthroughs/Observations  
Teacher Survey  
Tracking system

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Explore different ways to include typically-developing three-year olds in our inclusion program at LSECC. <b>Strategy's Expected Result/Impact:</b> Quality three-year old program for inclusion Increased enrollment <b>Staff Responsible for Monitoring:</b> Admin Headstart District Office  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a READI classroom for students with Autism or suspected Autism to provide structure, schedules and routines to promote a successful transition to more inclusive environments <b>Strategy's Expected Result/Impact:</b> Increased inclusivity with children with special needs <b>Staff Responsible for Monitoring:</b> SPED Staff Admin	Formative		
	Nov	Feb	May



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Foster a positive mindset around including children with special needs with typically-developing peers through professional development and experimental settings and supports. <b>Strategy's Expected Result/Impact:</b> Survey Data Class Rosters <b>Staff Responsible for Monitoring:</b> Admin SPED Staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 the number of staff responding to surveys to a minimum of 75% so that the percentage in "I feel heard and valued by our Campus Leadership Team" also increases from 4.11 (18 staff members participating).

**Evaluation Data Sources:** Staff Survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional development opportunities that support our teachers in developing deeper understanding of Fundamental 5 and best practices outlined in the TTESS rubric. <b>Strategy's Expected Result/Impact:</b> Improved Fundamental 5 walkthrough data as noted in the campus scorecard <b>Staff Responsible for Monitoring:</b> Admin C & I Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate weekly about the rationales and whys of decisions and happenings at Lone Star ECC. <b>Strategy's Expected Result/Impact:</b> Increase in scores on survey of being heard and valued. <b>Staff Responsible for Monitoring:</b> Admin	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% 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 2:** Develop a stronger understanding and thoughtful implementation of Fundamental 5 through professional development and feedback to increase consistency in practice.

Framing the Lesson from 82.5% to 85%

Power Zone maintain 97%

Critical Writing from 14% to 25%





FSGPT from 7% to 25%

Recognize and Reinforce from 80% to 85%

**Evaluation Data Sources:** Walkthrough data

Calibration Data

Mini-Instructional Rounds

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each Admin will conduct a minimum of 5 walkthroughs each week and share data with the Instructional Coach to plan for support. <b>Strategy's Expected Result/Impact:</b> Improved percentages of Fundamental 5 implementation  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Coach - 211 - Title I, Part A - \$75,344	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional development opportunities that support our teachers in developing deeper understanding of Fundamental 5 and best practices outlined in the TTESS rubric. <b>Strategy's Expected Result/Impact:</b> Improved Fundamental 5 walkthrough data as evidenced in the Scorecard <b>Staff Responsible for Monitoring:</b> Admin C&I Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	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 3:** 100% of teachers and paraprofessionals at LSECC are highly qualified as determined by Human Resources, CCSCT/Head Start and Rider 78 while maintaining an appropriate staff to student ratio.





**Evaluation Data Sources:** Talent Ed records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to hire highly qualified teachers and paraprofessionals utilizing requirements by the state and HR <b>Strategy's Expected Result/Impact:</b> All staff will be highly qualified <b>Staff Responsible for Monitoring:</b> HR Principal AP	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

**Performance Objective 1:** Build trust and form positive relationships with new principal through consistent communication, transparency in decision-making and at least two one-on-one conversations per faculty member.

**Evaluation Data Sources:** Weekly Communication  
Agendas  
Faculty Survey Data  
Rounding Results  
Campus Conversation Map  
Staff Retention

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional development in 5 Dysfunctions of a Team. <b>Strategy's Expected Result/Impact:</b> Positive results on a school culture/climate survey. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Revise and implement structures to improve communication and improve efficiency and effectiveness. <b>Strategy's Expected Result/Impact:</b> Positive results on a school culture/climate survey. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

**Performance Objective 2:** Foster positive relationships between assistants and teachers through a minimum of two intentional structures and provide at least one professional development session on utilizing tools for resolving conflicts.

**Evaluation Data Sources:** Surveys  
Rounding  
Staff Retention

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement rounding (teachers to paraprofessionals) once in the fall and once in the spring. <b>Strategy's Expected Result/Impact:</b> Improved relationships and retention of paraprofessionals <b>Staff Responsible for Monitoring:</b> Admin Teacheer	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><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:** 75% of classroom teachers will engage at least one parent volunteer in their classrooms beyond school wide events.

**Evaluation Data Sources:** Raptor  
Survey data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a system for parent recruitment, orientation, and volunteerism in classrooms. <b>Strategy's Expected Result/Impact:</b> Parents feel more a part of their students' school experience. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> PFE supplies and materials - 211 - Title I, Part A - \$5,250	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement Watch Dogs and Red Apple Team to support the children and teachers. <b>Strategy's Expected Result/Impact:</b> Increased number of volunteers and volunteer opportunities <b>Staff Responsible for Monitoring:</b> Admin PTA	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% 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 2:** Strengthen the Head Start partnership through collaborative planning so all 74 slots are filled in 2024-2025.

**Evaluation Data Sources:** Action plan  
Enrollment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaboratively plan a campaign and system for recruiting and enrolling children for the 24-25 school year. <b>Strategy's Expected Result/Impact:</b> Increased enrollment <b>Staff Responsible for Monitoring:</b> Administration Head Start Director  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Head Start - 205 - HeadStart - \$119,367	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><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 3:** LSECC student attendance rates will increase to 94%.

**Evaluation Data Sources:** ADA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Contract and collaborate with CIS site coordinator to implement strategies to improve attendance of frequently absent children and their families. <b>Strategy's Expected Result/Impact:</b> Improved Attendance % <b>Staff Responsible for Monitoring:</b> CIS Admin Team Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> CIS - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$20,000	Formative		
	Nov	Feb	May

0% No Progress





100% Accomplished

→ Continue/Modify

✗ Discontinue

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

**Performance Objective 4:** Develop a comprehensive plan to increase enrollment for 2024-2025 from 250 to 300 in the month of September 2024.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Plan and host PreK Previews at various times from March to May. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in August 2025 <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Materials - 211 - Title I, Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a social media and community campaign to advertise enrollment at Lone Star Early Childhood Center. <b>Strategy's Expected Result/Impact:</b> Increased enrollment by August of 2025 <b>Staff Responsible for Monitoring:</b> Admin Head Start NBISD Communications Department	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Lone Star Early Childhood Center

**Total SCE Funds:** \$20,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

SCE funds are utilized for a half-time Communities in Schools (CIS) Site Coordinator to provide wrap-around services for students and their families in need.

# Title I

## **1.1: Comprehensive Needs Assessment**

Completed under the Needs Assessment of Plan4Learning.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Completed under Summary section of Needs Assessment in Plan4Learning.

## **2.2: Regular monitoring and revision**

Formative reviews take place 3 times a year and documented in Plan4Learning under Goals in Plan4Learning.

## **2.3: Available to parents and community in an understandable format and language**

Plan is available on the NBISD website.

## **2.4: Opportunities for all children to meet State standards**

Documented in CIP

## **2.5: Increased learning time and well-rounded education**

Documented in CIP

## **2.6: Address needs of all students, particularly at-risk**

Documented in CIP

## **3.1: Annually evaluate the schoolwide plan**

Completed at the end of the year and used to address following school year needs.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

## **4.2: Offer flexible number of parent involvement meetings**

Please see Title1Crate for the following documentation.

## **5.1: Determine which students will be served by following local policy**



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Diaz	Instructional Coach	Early Childhood	1
Elizabeth Escalera	PK Aide	Early Childhood	0.5
Haley Bradford	PK Aide	Early Childhood	.6
Krystal Gonzalez	PK Aide	Early Childhood	1.0
Stephanie Watson	Behavior Intervention	Early Childhood	0.7

# Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1	CIS		\$20,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$0.00
205 - HeadStart					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1	Head Start		\$119,367.00
Sub-Total					\$119,367.00
Budgeted Fund Source Amount					\$119,367.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Paraprofessionals		\$0.00
1	1	3	Math manipulatives, measurement and geometry resources		\$1,000.00
2	2	1	Field Trip fees		\$1,000.00
3	1	1	Behavior Interventionist		\$58,929.00
3	1	2	Paraprofessionals		\$94,882.00
4	2	1	Instructional Coach		\$75,344.00
6	1	1	PFE supplies and materials		\$5,250.00
6	4	1	Materials		\$0.00
Sub-Total					\$236,405.00
Budgeted Fund Source Amount					\$236,405.00
+/- Difference					\$0.00
287 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Behavior Interventionist		\$27,531.00

287 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$27,531.00
Budgeted Fund Source Amount					\$27,531.00
+/- Difference					\$0.00
429 - AU Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	READI Grant Teacher		\$60,239.00
3	1	3	READI Paraprofessional		\$27,364.00
Sub-Total					\$87,603.00
Budgeted Fund Source Amount					\$88,000.00
+/- Difference					\$397.00
285 - ARP Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Collab Paraprofessional		\$25,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$27,232.00
+/- Difference					\$2,232.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Wilson - Foundations Kit		\$8,000.00
1	1	3	Ready, Set, Math		\$3,375.00
Sub-Total					\$11,375.00
Budgeted Fund Source Amount					\$11,375.00
+/- Difference					\$0.00
Grand Total Budgeted					\$529,910.00
Grand Total Spent					\$527,281.00
+/- Difference					\$2,629.00



# Addendums

# Lone Star Early Childhood Center Parent and Family Engagement Policy

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## PART I. GENERAL EXPECTATIONS

Lone Star ECC agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available on the campus website to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:  
*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*  
*(A) that parents play an integral role in assisting their child's learning;*  
*(B) that parents are encouraged to be actively involved in their child's education at school;*  
*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*  
*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1. Lone Star ECC will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

*The Campus Improvement Committee, along with members of the PTA, will meet to develop, review, update, and approve the campus parent involvement policy.*

2. Lone Star ECC will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

*At the end of the school year, parents/staff/students will have the opportunity to complete a survey that will provide the school with data on strengths and possible improvements.*



3. Lone Star ECC will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

*The meeting date, time, and location will be posted on the campus website, marquee, sent in newsletters and school messenger.*

4. Lone Star ECC will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

*Teachers have parent conferences in November of each year and will share this information with parents during conferences as well as during the home visits required by Head Start two times per year.*

5. Lone Star ECC will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

*responding in writing via email or letter, in person, or via telephone.*

6. At Lone Star ECC all teachers are highly qualified. In the event that a child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) Lone Star ECC will notify parents by:

*sending home a letter explaining the highly qualified status with regulations.*

7. Lone Star ECC will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

*providing information during parent conferences in October and/or as requested by parent/teacher and holding an annual Title I, Part A Meeting at the beginning of the school year.*

8. Lone Star ECC will provide materials and training to help parents work with their children to improve their children's academic achievement, as appropriate, to foster parental involvement, by:

*hosting an Open House event at the beginning of each school year and meeting with parents to discuss individual student needs throughout the school year.*



9. Lone Star ECC will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*allowing parents to present information to staff during a staff meeting at the beginning of the school year.*

10. Lone Star ECC will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start. The school will also conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

*Scheduling grade level programs, hosting family picnics, volunteering with field day, participating in campus scheduled events, hosting a Skills for School Success night, scheduling awards ceremonies, providing volunteer opportunities, joining PTA, etc. Parents are always welcome to join in activities before, during, and after school.*

11. Lone Star ECC will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*campus website, marquee, sent in newsletters and school messenger.*

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

Lone Star ECC, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, by providing the following opportunities:

- The campus will host an Open House night at the beginning of each school year to guide parents in ensuring student success.
- The campus will encourage parents to complete the volunteer application at the beginning of each school year in order to assist in a variety of aspects throughout the school year.
- The campus will utilize parents as volunteers in classrooms to support teachers with materials, mentoring, etc.
- The campus will incorporate the Lone Star ECC School-Parent Compact, distributed at parent conferences in October of each year.

*\*Parents are always welcome to join in activities before, during, and after school.*



\* \* \* \* \*

#### **PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced in the minutes of:

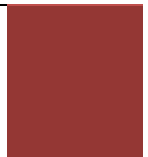
Lone Star ECC Campus Improvement Committee dated 10/28/19

This policy was adopted by the Lone Star ECC Campus Improvement Committee on 10/28/19 and will be reviewed annually each spring.

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

It will be made available to the local community in October on the campus website.

Lone Star ECC notification to parents of the policy is found in the School-Parent Compact in a language parents can understand.



# Póliza Sobre la Participación de Padres en Lone Star ECC

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## PARTE I. EXPECTATIVAS EN GENERAL

Lone Star ECC está de acuerdo de implementar los siguientes requisitos:

- Consistente con la sección 1118, la escuela trabajara para asegurarse que el nivel de la participación de padres, este de acuerdo con los requisitos de la sección 1118 de la ESEA, y que incluya, como un componente, un acuerdo o compacto entre la escuela y padres consistente con la sección 1118(d) de la ESEA.
- La escuela notificara los padres de la póliza en una manera uniformada y comprensible, y en el idioma que los padres puedan entender. La póliza será disponible en las escuelas donde la comunidad lo necesite y revisada periódicamente para hacer cambios adecuados y necesarios.
- En el Título I, Parte A, los requisitos del acuerdo de la póliza, la escuela proporcionara varias oportunidades para la participación de padres que tengan el inglés limitado, discapacidades, o que trabajen en el norte, incluyendo y dando información, de reportes requeridos del estado sobre la escuela bajo la sección 1111 de la ESEA en una manera comprensible y uniformada y el los idiomas los padres puedan entender.
- La escuela construirá una capacidad alta para la participación de padres involucrados en la escuela. De esta manera, asegurándose una colaboración entre los padres, la escuela y la comunidad para mejorar el reconocimiento académico de los estudiantes.
- La escuela proveerá otras maneras de soporte para la participación de padres bajo la sección 1118 de la ESEA que los padres puedan requerir.
- La escuela se definirá con los siguientes y llevara a cabo los siguientes programas, actividades, y procedimientos con esta definición:

*La Participación de los Padres significa la comunicación entre los padres y escuela en una manera respetuosa y comprensible involucrando lo académico y actividades relacionadas con la escuela, reconociendo-*

*(A) Que los padres son una parte integral en el aprendizaje de sus hijos;*

*(B) Que padres son bienvenidos a participar y estén involucrados en la educación de sus hijos en la escuela;*

*(C) Que padres son socios principales en la educación de sus hijos y están bienvenidos, en momentos apropiados, de hacer decisiones sobre la educación de sus hijos cuando participando en comités relacionados con sus hijos;*

*(D) Padres pueden llevar a cabo otras actividades descritas en la sección 1118 de la ESEA.*

## PARTE II. DESCRIPCION DE COMO LAS ESCUELAS IMPLEMENTARAN LA POLIZA DE LA PARTICIPACION DE PADRES

1. Lone Star ECC tomara las siguientes acciones para involucrar a los padres que desean ser parte de la póliza de participación de padres bajo la sección 1118 de la ESEA:

*El Comité de Mejoramiento, junto con algunos miembros del PTA, se juntara para desarrollar, revisar, mejorar y aprobar la póliza de la participación de padres.*

2. Lone Star ECC tomara las siguientes acciones para involucrar los padres en el proceso de mejorar y revisar la escuela bajo la sección 1116 de la ESEA:



*Al fin de año, los padres/personal de la escuela/estudiantes tendrán la oportunidad de completar una encuesta, que proveerá la escuela con información en cómo mejorar la escuela en las áreas que son débiles.*

3. Lone Star ECC tendrá una junta anual para informarle a los padres de la participación de la escuela en los programas del Título I, Parte A, y explicar los requisitos y los derechos de los padres que están involucrados en los programas del Título I, Parte A. La escuela tendrá una junta, a una hora que sea conveniente para los padres para que puedan asistir. También ofrecerá varias juntas relacionadas con la participación de los padres, ya sea en la mañana o tarde a diferentes horas, para que los padres puedan asistir. La escuela invitara a los padres de familia con estudiantes participando en los programas del Título I, Parte A, a estas juntas y los animara a que atiendan de las siguientes maneras: *El lugar, fecha y hora de la junta estará postrada en el letrero de la escuela, será enviado por correo electrónico, anunciado en el boletín mensual de la escuela y anunciada en las noticias matutinas de la escuela.*

4. Lone Star ECC proveerá los padres de estudiantes involucrados en el Título I, Parte A sobre programas que incluyen una descripción y explicación sobre el currículo de la escuela, los exámenes académicos utilizados para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes cumplan:

*Los Maestros tienen conferencias en octubre cada año donde se les comunicara esta información a los padres también durante las visitas de casa requeridas por Head Start dos veces por año.*

5. Lone Star ECC a la petición de padres, proveerá oportunidades para tener juntas para que los padres puedan opinar, participar o sugerir en decisiones relacionadas a la educación de los estudiantes. La escuela tomara acción a las sugerencias de estas formas: *comunicándose por escrito o correo electrónico, en persona o por teléfono.*

6. En Lone Star ECC todos los maestros están calificados para enseñar. En el evento que un estudiante haya sido asignado a una maestra o ha tenido instrucción (4 semanas o más) por una maestra que no está calificada profesionalmente, en un término variado, la sección 200.56 del Título I Regulaciones Finales (67 Fed. Reg. 71710, diciembre 2, 2002) Lone Star ECC les notificara a los padres por estos medios:

*Enviando a casa una carta explicando el estatus de calificación profesional con regulaciones.*

7. Lone Star ECC proveerá asistencia a los padres de estudiantes atendiendo esta escuela, con las acciones escritas en este párrafo--

- Los niveles académicos del estado,
- Los niveles académicos de las pruebas estudiantiles,
- Los niveles estatales y locales de los exámenes académicos,
- Los requisitos de la Parte A,
- Como monitorear el progreso de los estudiantes
- Y como trabajar con educadores:

*Proporcionando información durante las conferencias con los padres en octubre o solicitando una conferencia de acuerdo con el Título I, Parte A junta, al principio del año.*



8. Lone Star ECC proveerá recursos y materiales para que los padres puedan ayudarles a sus hijos mejorar su logro académico y mejorar la participación de los padres de las siguientes maneras:  
*Presentando un evento de Open House al principio de cada año y reuniéndose con padres que quieran hablar sobre las necesidades de los estudiantes individuales durante el resto del año.*
9. Lone Star Elementary con la ayuda de los padres, educara a los maestros, estudiantes, directores y personal de la escuela en cómo comunicarse mejor con la comunidad, con los padres de estudiantes como socios en reconocer el valor que contribuyen los padres y como implementar y coordinar programas unidos y construir lazos entre los padres y las escuelas, de esta manera:  
*Permitiendo que los padres estén presentes y asistan una junta de facultad al principio del año escolar.*
10. Lone Star ECC, en la medida de lo posible y apropiada, coordinara e integrara programas de la participación de padres y actividades con el programa de Head Start. La escuela también conducirá otras actividades que animan la participación de padres en la educación de su hijo de la siguiente manera:  
*Conduciendo programas en cada grado, anfitriónando día de picnic con la familia, aceptando voluntarios en día de campo, participando en eventos que anfitriona por la escuela, conduciendo Skills for School Success, anunciando ceremonias de certificados, proporcionando oportunidades para voluntarios en la escuela, uniéndose a PTA, DOCs. \*Padres siempre están bienvenidos a participar en eventos escolares antes, durante y después de clases.*
11. Lone Star ECC tomara acabo estas acciones para asegurarse que la información relacionada con la escuela y juntas, programas escolares u otras actividades sea enviada a los padres en una manera comprensible y uniformada en el idioma que los padres puedan leer por:  
*Correo electrónico de la escuela, postrada en el letrero de la escuela, los boletines, mensajes de la escuela.*

### **PARTE III. RESPONSABILIDADES COMPARTIDAS PARA EL MEJORAMIENTO ACADEMICO ESTUDIANTIL**

Lone Star ECC, en consulta con sus padres, decide comprometerse para construir la capacidad de los padres para participar en la escuela y el sistema para apoyar el logro académico de sus hijos, proporcionando las siguientes oportunidades.

- La escuela conducirá Open House al principio de cada año escolar para guiar a los padres en cómo asegurar que su estudiante tenga triunfo en lo académico.
- La escuela animara a los padres de familia a completar la aplicación de voluntarios al principio del año para poder asistir en varios eventos de la escuela durante el año.
- La escuela utilizara los padres de familia como voluntarios asignados en el salón, ayudándole a la maestra recortando material, tutorías, etc.
- La escuela incorporara el Compacto entre Padres y escuela Lone Star ECC, distribuida a los padres en las conferencias de octubre de cada año. *\*Padres siempre están bienvenidos participar en actividades antes, durante y después de clases.*





\* \* \* \* \*

#### **PARTE IV. ADOPCION**

Esta póliza sobre la Participación de Padres en Lone Star ECC ha sido creada de acuerdo con miembros del comité, que incluyen padres de estudiantes participando en el programa del Título I, Parte A, que se encuentran en la junta de:

Lone Star ECC Campus Improvement Committee fecha del 28 de Octubre de 2019.

Esta póliza fue actualizada por Lone Star ECC Campus Improvement Committee el 28 de Octubre de 2019y será revisada anualmente cada primavera.

La escuela distribuyera esta póliza a todos los padres de estudiantes relacionados participando en el programa del Título I, Parte A durante las conferencias de padres en noviembre

Sera disponible a la comunidad en la página de internet de la escuela en noviembre.

Las notificaciones de la póliza de Lone Star ECC se pueden encontrar en el *Compacto de la Escuela y Padres* en un idioma que los padres puedan comprender. ***\*Disponible en Español.***

