

# **New Braunfels Independent School District**

## **Seele Elementary**

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



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

# 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 Adapt and adjust Get better everyday	Be the Best Version of You

**Rooted in history, building a legacy, and growing toward the future**

**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

# Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Learning	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)	17
Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)	21
Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)	22
Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)	24
Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)	26
Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)	27
Title I	29
1.1: Comprehensive Needs Assessment	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	29
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	29
3.1: Annually evaluate the schoolwide plan	29
4.1: Develop and distribute Parent and Family Engagement Policy	29
4.2: Offer flexible number of parent involvement meetings	29
5.1: Determine which students will be served by following local policy	29
Campus Funding Summary	31
Addendums	33

# 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

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 3rd-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 310 students enrolled. Enrollment at Seele has remained consistent over the last three years. With the revision of the “overflow” policy in 2021, 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 22.23 school year was approximately 94%. The breakdown of the student population for the 2022-2023 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 for the 23-24 school year includes 43 total staff members, of which, 35 are certified staff members and are 8 paraprofessionals. 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 and check out books to students. 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 2022-2023, 32% of students were identified as at-risk. **Root Cause:** Majority (75%) 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

All schools in Texas work 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 22-23 school year, Seele Elementary received a Texas Accountability letter grade of 'A'. STAAR scores for the 2022 - 2023 school year were (Update in September 2023):

	Approaches	Meets	Masters
3rd Math	83%	40%	18%
3rd Reading	90%	63%	30%
4th Math	76%	51%	27%
4th Reading	87%	57%	27%
5th Math	89%	68%	35%
5th Reading	92%	57%	33%
5th Science	75%	50%	26%

STAAR data in grades 3-5 show that 59% of students met grade level expectations in reading and 53% met grade level expectations in math. District assessment data through MAP testing shows that 63% of students met their individual growth measure in math and 53% in reading. For students in grades K-2, 71% performed on or above level on the end of year Mclass assessment (foundational reading skills).

## Student Learning Strengths

- Seele students performed above district and state averages in all subjects and grades at the Approaches level, and above the Meets level with the exclusion of 3rd grade math and 5th grade reading
- 3rd grade math scores of Hispanic students increased by 24% at the Approaches level from 2022 scores.



- 5th grade math scores of Hispanic students exceeds the Closing the Gaps accountability target by 19%
- 3rd and 5th grade math SPED Approaches percentages increased or maintained from 2022
- 4th and 5th grade reading SPED Approaches percentages increased from 2022
- 3rd and 5th grade reading scores of Hispanic students exceeds the Closing the Gaps accountability target
- Significant growth in the sub pop areas of 5th grade eco dis and Hispanic at the Approaches and Meets level in science
- 71% of K-2 students show proficiency in early reading skills as measured on MClass.
- 90% of students in grades K-2 demonstrated at least a year's worth of progress in reading (Mclass?)
- 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 29% of students in grades K-2 are performing below grade level on the end of year Mclass assessment. **Root Cause:** Academic gaps in basic reading skills (phonemic awareness and decoding).

**Problem Statement 2 (Prioritized):** 47% of students are performing below grade level expectations in 3rd-5th grade grade math. **Root Cause:** Math instructional practices in grades K-5 (planning, practice, assessment, response) are ineffective and not tightly aligned to grade level TEKS.

**Problem Statement 3 (Prioritized):** Monitored subpops (Hispanic, Eco Dis, SPED) are performing significantly below peers in the areas of reading and math. **Root Cause:** Assessments and response to data do not consistently 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 Rtl 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 Instructional Coach provides frequent modeling, feedback, and coaching to help teachers improve instruction and monitor student progress. 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 utilize Mclass to gather data about students' foundational literacy based skills. The Gifted/Talented Program is a pullout program for third through fifth graders. For the 23.24 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. All students have access to our Communities in Schools representative, a half time position here at Seele.

The district curriculum team offers professional development for teachers to participate in on a monthly basis, at a minimum. At the campus level, we are

improving our PLC (professional learning community) practices. The campus PLC Guiding Coalition consists of the instructional coach, two classroom teachers, and both administrators. This team will attend 4 PLC workshops throughout the 23.24 school year. All teachers will be trained and implement PLC practices. Campus instructional interventionists provide daily in-class and pull out interventions to students that have been identified as 'At-Risk' for not meeting grade level expectations. As students make progress, they move to tier 2 and then exit the RTI process. While our campus has small grade level teams, we continue to assign a team leader that facilitates communication with administration about needs 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 assessments such as MAP, MClass, district made assessments, and STAAR Interim Assessments. These assessments are analyzed to determine instructional needs for student learning and professional development needs for staff.

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**

-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):** Lack of fidelity to PLC practices (plan, do, study, act). **Root Cause:** Teachers and instructional leaders are in the beginning stage of PLC implementation.

**Problem Statement 2:** Differentiation is not consistently provided to all student groups. **Root Cause:** Teachers and instructional leaders are improving response timelines and actions following assessments.

# 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 deal with issues 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 Parent Square 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 (PTA), heritage days (German Heritage Day, Dia de los Muertos, etc.), Science Night, Art Show, Talent Show, Literacy on the Lawn, book fairs, and PTA events. 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 22.23 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 that parents appreciate the personalized communication provided by teachers (a scorecard key strategic action for 22.23). Parents also indicated they enjoy the campus events and are satisfied with the number of events, day, and time of events. Parents indicate a desire to be involved in campus happenings and their child's education. Staff survey results showed strengths such as a strong and positive school community, strong beliefs in success for all students, and many opportunities for collaboration. Opportunities for improvement included school upkeep, more communication from administrators (operational and personal/professional feedback), student attendance, and student behavior. Student survey results showed several improved metrics during the 22.23 school year. Students feel that everyone matters, teachers and the counselor take time to listen, care, and connect, and they are proud to be in NBISD. Opportunities for improvement on our school counseling survey show teachers asking for more counseling for students, increased training and support for behavior plans, more lessons for students to build coping skills and resolving conflicts.

## Perceptions Strengths

- Parents feel that Seele is a respectful place where their students are cared for - Staff feels that Seele has a family-like environment where strong student/staff relationships are valued - Students feel that staff are responsive to their needs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents indicate a desire for personalized communication from their child's teacher regarding social and academic progress and needs. **Root**

**Cause:** Individualized parent communication is not uniformly provided at frequent intervals.

**Problem Statement 2:** Campus facilities are in need of repair and upkeep **Root Cause:** Campus is awaiting renovations.

**Problem Statement 3 (Prioritized):** Positive student and staff recognition is not provided at frequent intervals. **Root Cause:** A systematic plan for providing students and staff with positive feedback is not in place.

# Priority Problem Statements

**Problem Statement 1:** In 2022-2023, 32% of students were identified as at-risk.

**Root Cause 1:** Majority (75%) 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 29% of students in grades K-2 are performing below grade level on the end of year Mclass assessment.

**Root Cause 2:** Academic gaps in basic reading skills (phonemic awareness and decoding).

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 47% of students are performing below grade level expectations in 3rd-5th grade math.

**Root Cause 3:** Math instructional practices in grades K-5 (planning, practice, assessment, response) are ineffective and not tightly aligned to grade level TEKS.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Monitored subpops (Hispanic, Eco Dis, SPED) are performing significantly below peers in the areas of reading and math.

**Root Cause 4:** Assessments and response to data do not consistently reflect evidence based instructional practices.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Lack of fidelity to PLC practices (plan, do, study, act).

**Root Cause 5:** Teachers and instructional leaders are in the beginning stage of PLC implementation.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Parents indicate a desire for personalized communication from their child's teacher regarding social and academic progress and needs.

**Root Cause 6:** Individualized parent communication is not uniformly provided at frequent intervals.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Positive student and staff recognition is not provided at frequent intervals.

**Root Cause 7:** A systematic plan for providing students and staff with positive feedback is not in place.

**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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

### **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
- Budgets/entitlements and expenditures data



# Goals





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

**Performance Objective 1:** 57% of students will meet the MAPs Projected Growth Measure in Reading and 68% in Math on the EOY MAPs assessment.

**High Priority**

**Evaluation Data Sources:** MAPS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate in bi-weekly math and reading PLC and professional learning experiences (conferences, workshops, webinars) to improve content knowledge and teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content. Improved levels of mastery as measured on common formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers in grades K-5 will participate in data reviews and RTI meetings to track and respond to student performance data throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Interventionists Instructional Coach</p> <p><b>Funding Sources:</b> Interventionist - 211 - Title I, Part A - \$58,102</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide and monitor individualized supports and interventions for students across sub-pops and special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in all subpop areas will meet federal and state targets for yearly growth. Students in special programs will achieve expected growth measures.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Special program teachers and coordinators (dyslexia, SPED, campus LPAC coordinator, RTI teachers) Classroom teachers</p> <p><b>Funding Sources:</b> Dyslexia teacher - 199-PIC 37, Dyslexia - \$32,694, RTI Teachers and Instructional Aide - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$126,278, Tutoring - 282 - ESSER III Grant - \$2,891</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**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 59% Meets standard in 2023 to 79% Meets standard by May of 2025. The target for May of 2024 STAAR for all 3rd-5th grade students is 70% at the Meets standard.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Interim Assessments  
STAAR  
MAPs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate in bi-weekly reading PLC.  <b>Strategy's Expected Result/Impact:</b> Improved tier 1 core instruction for all students.                      Improved teacher understanding of subject area content.                      Improved formative and summative assessment practices.                      Improved data response practices.  <b>Staff Responsible for Monitoring:</b> Teachers                      Administrators                      Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional instructional resources in the area of reading comprehension and writing.  <b>Strategy's Expected Result/Impact:</b> Improved student performance in reading and writing.  <b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Coach                      Administration   <b>Funding Sources:</b> Supplemental Instructional Supplies - 211 - Title I, Part A - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**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 53% Meets standard in 2023 to 71% Meets standard by May of 2025. The target for May of 2024 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		
<p><b>Strategy 1:</b> Teachers will participate in bi-weekly math PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content. Improved formative and summative assessment practices. Improved data response practices.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional instructional resources in the area of math fluency and numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop and improve foundational math skills regarding math fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers RTI Math Interventionist Instructional Coach Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**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		
<p><b>Strategy 1:</b> PLC agendas will include the practice of deconstructing, planning, assessing, and monitoring progress of student mastery of long-strand TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. Student academic growth in reading and math. Increase in performance levels across a variety of assessments (MClass, MAP, STAAR, district assessments)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Interventionists Instructional Coach</p> <p><b>Funding Sources:</b> Instructional Coach - 282 - ESSER III Grant - \$62,101</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 4.6 to 4.7 by May 2024.





**Evaluation Data Sources:** Annual student survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue implementation of campus EBIS plan and restorative practices (positive recognition, weekly restorative circles).</p> <p><b>Strategy's Expected Result/Impact:</b> Students feel connected to peers and staff members in the school community.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Maintain a high quality instructional program that includes fine arts and field trips.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have opportunities to engage in high quality art instruction and develop additional skills beyond the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Art teacher Classroom teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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		
<p><b>Strategy 1:</b> Quarterly team leader meetings to develop the Seele Clubs program.</p> <p><b>Strategy's Expected Result/Impact:</b> Seele Clubs program is developed by January 2024. Implement initial steps for Seele Clubs program by February 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Team Leaders</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 4.7 to 4.8 by Spring 2024.

**Evaluation Data Sources:** Staff Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrators and staff will recognize and reinforce colleagues that display NBISD Core Beliefs. <b>Strategy's Expected Result/Impact:</b> Increased staff satisfaction score on Spring 2024 staff survey. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**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 2024:

Framing the Lesson from 79% to 83%

Critical Writing from 26% to 35%

Frequent Small Group Purposeful Talk (FSGPT) from 18% to 25%





**Evaluation Data Sources:** Walk-through data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Fundamental 5 PD during each district professional development day (Oct. 9, Nov. 10, Feb. 16, Mar. 18) and provide opportunity for staff to attend the National Fundamental 5 conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers improve and increase use of Fundamental 5 strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Measure and share Fundamental 5 implementation data with classroom teachers on a monthly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff is aware of strengths and opportunities for improvement regarding Fundamental 5 implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 3.9 to 4.1 .





**Evaluation Data Sources:** Student survey data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will implement EBIS and restorative strategies which includes weekly restorative circles.  <b>Strategy's Expected Result/Impact:</b> Staff engages with students in a positive manner. Staff supports the social emotional well being of all students (listen, care, connect).  <b>Staff Responsible for Monitoring:</b> Teachers                      Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators will complete Rounding with all staff twice per school year (once in fall semester, once in spring semester).  <b>Strategy's Expected Result/Impact:</b> Increase in staff morale and feelings of appreciation and respect.  <b>Staff Responsible for Monitoring:</b> Administrators                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  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 1:** Increase the percentage of parents that feel that they receive personalized communication about their student from 63% to 75% by Spring 2024.





**Evaluation Data Sources:** Annual parent survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Classroom teachers will provide at least two personalized communications to parents each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and teachers engage in two way communication regarding student performance. Parents feel that they are aware of their child's progress at school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Communities in Schools, PTA, and campus resources to promote increased parent and student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Communities in Schools Team Leaders</p> <p><b>Funding Sources:</b> Parental Involvement and Engagement supplies and materials - 211 - Title I, Part A - \$5,250, Communities in Schools - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$21,892</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  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 2:** Increase student attendance from 94% to 95%.

**Evaluation Data Sources:** PEIMS records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement campus wide incentives for improved attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will be aware of campus and student attendance rates. Parents will be promptly informed of truancy. Students will be positively rewarded for achieving attendance milestones.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal PEIMS CIS</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 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**

NA

# Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	RTI Teachers and Instructional Aide		\$126,278.00
6	1	2	Communities in Schools		\$21,892.00
<b>Sub-Total</b>					\$148,170.00
<b>Budgeted Fund Source Amount</b>					\$64,352.00
<b>+/- Difference</b>					<b>-\$83,818.00</b>
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$150.00
<b>+/- Difference</b>					<b>\$150.00</b>
199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dyslexia teacher		\$32,694.00
<b>Sub-Total</b>					\$32,694.00
<b>Budgeted Fund Source Amount</b>					\$32,694.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$58,102.00
1	2	2	Supplemental Instructional Supplies		\$1,000.00
6	1	2	Parental Involvement and Engagement supplies and materials		\$5,250.00
<b>Sub-Total</b>					\$64,352.00
<b>Budgeted Fund Source Amount</b>					\$65,214.00
<b>+/- Difference</b>					<b>\$862.00</b>

281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$289,742.00
<b>+/- Difference</b>					\$289,742.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring		\$2,891.00
2	1	1	Instructional Coach		\$62,101.00
<b>Sub-Total</b>					\$64,992.00
<b>Budgeted Fund Source Amount</b>					\$64,992.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$517,144.00
<b>Grand Total Spent</b>					\$310,208.00
<b>+/- Difference</b>					\$206,936.00



# 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 Tejas.

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.