

New Braunfels Independent School District

Carl Schurz Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 10, 2022

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	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Carl Schurz Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data 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 23, 2022 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 August 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

Carl Schurz School first opened for classes September 1, 1925. The building was formally dedicated October 12, 1925. In 1980, the campus was remodeled and additional facilities were included. Renovations were made to two buildings in 1997 and 1998, and the K-building was constructed in 1996. Carl Schurz Elementary has been a true neighborhood school for many years. Although this improvement plan focuses on the 2022- 2023 school year, the demographic information comes from information available in May of 2022. The following information represents the approximate percentages of demographics at Carl Schurz Elementary: Hispanic population is 66%; Our White population is 33 %; Two or More races: 2%; Economically Disadvantaged is 55%; students served in Special Education is 9%; Emergent Bilingual is 38%.

Demographics Strengths

1. Carl Schurz is a Dual Language campus. We serve part of the Spanish speakers for the district, as well as English students who are learning Spanish. This allows for the school to be unique and parents seek out the opportunities a Dual Language program offers. Approximately 70% of students are enrolled in the Dual Language Program.
2. Attendance has historically been above 96%, providing us opportunities to teach students every day.
3. The mobility rate is low at 6.9%, approximately half of the district (13.5%). This allows for us to be able to teach students consistently throughout the school year since students stay on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There was not consistency and fidelity with the Dual Language program following the 50/50 model of English and Spanish. **Root Cause:** There was a lack of understanding the model by staff.

Problem Statement 2: Special Education students performed below the campus on STAAR. SpEd was 32% compared to the campus at 76%. **Root Cause:** Lack of focusing on accelerating learning w/ rigor.

Problem Statement 3: Economically Disadvantaged students performed below the campus on STAAR. 57% compared to 76% **Root Cause:** Lack of using teaching strategies that reach learners that are economically disadvantaged.

Problem Statement 4: Emergent Bilingual students performed below the campus on STAAR. 61% compared to 76%. **Root Cause:** Lack of sheltered instructional strategies and fidelity of Dual Language program.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. For the 21- 22 school year, CSES was rated an A campus. This is a celebration to the students and staff for their hard work this school year.

Our goal this year is to focus on the Meets category. The following are the goals for STAAR:

STAAR data will increase in the Meets from:

3rd Math -38 to 48
3rd Rdg - 53 to 63
4th Math - 62 to 65
4th Rdg - 69 to 72
5th Math - 73 to 76
5th Rdg - 67 to 71
5th Sc - 90 to 93

In addition, it is important to be proactive, so a focus in K-2 will be the NWEA Map Assessment. This will be the first year to use this assessment for the entire school year in Math and Reading. Our goals for this year is:

All students will have one year's growth on MAP data in math and reading.

Special Education, Emergent Bilingual, and Eco Dis students do not perform at campus levels on STAAR. These student groups will be a focus in the CIP and professional development.

Attendance has been historically an area of strength. We will continue practices, such as calling parents at 9am, having attendance meetings, etc. to continue this area being a strength.

Student Learning Strengths

Carl Schurz Elementary Strengths:

Carl Schurz was an A rated campus with the following distinctions:

- ELA/Reading
- Mathematics
- Science
- Comparative Academic Growth
- Post Secondary Readiness
- Closing the Performance Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students are not performing the same level as peers on STAAR. **Root Cause:** Lack of rigor in lessons and personalized instruction for Special Education students.

Problem Statement 2 (Prioritized): Economically Disadvantaged students are not performing the same level as their peers. **Root Cause:** Lack of professional development and implementation of strategies to meet the needs of diverse learners.

Problem Statement 3 (Prioritized): Emergent Bilingual students are not performing at the same level as peers. **Root Cause:** Lack of professional development and implementation of Sheltered Instruction practices. Inconsistency with implementation of Dual Language 50/50 model.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by Carl Schurz Elementary is aligned with NBISD's Scope and Sequence which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student lead instruction, problem solving skills and cooperative learning.

In order to ensure our students are meeting these goals, a strong focus is placed on curriculum planning and instruction development. Our teachers are provided 50 minute planning periods on a regular basis that allows them to collaborate with one another, receive support from our campus Instructional Coaches, and spend time breaking down individual student data.

Student Success Team (SST) meetings are also held to allow for the campus leadership team to focus on our At-Risk student population and students who are not showing growth to better develop plans and supports for those students and teachers. This team is comprised of the Principal, Counselor, Campus Instructional Coaches, Interventionists, and grade level teachers. Qualitative and quantitative data will be used to focus on strategies and areas that will best support student growth.

In order to address student behavior, a Elementary Behavior Intervention Support Team was developed and maintained. Carl Shurz is in its fifth year of implementation. This team is led by our Assistant Principal and Counselor. Carl Schurz EBIS team received extensive in-depth training on developing a positive program to address the needs of Carl Schurz Elementary in the summer. They will be charged with training our campus staff and supporting the specific needs of our students and teachers throughout the school year. The EBIS team will meet monthly to discuss data and school safety.

Supporting and ensuring new staff members has always been a focus at Carl Schurz Elementary. As new family members are added or moved to new grade level assignments, coaching plans and supports are provided to help ensure instruction and overall organization of the classroom. Additional new teacher meetings are held regularly and instructional coaches are regularly present in our teacher's classrooms for support, modeling and observation.

Staff at Carl Schurz Elementary is regularly encouraged to seek out and attend staff development opportunities, including district days for professional development (PD). PD will be based on campus data, walk-through data, and teacher feedback. PD will be provided on-demand, during district days, as well as during planning.

Focusing on overall student progress is how Carl Schurz Elementary gauges its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. CSE utilizes a set daily schedule that includes "Intervention" block where students are able to receive intervention, academic support, or positive differentiation without losing out on instructional time. This allows for teachers to address the specific needs of all of our students.

The school also supports the Dual Language program in which 50% of the day is taught in English and 50% in Spanish. This program brings unique strengths needs to the campus and we are supported by the Multilingual Department. The Multilingual specialist will support teachers during planning and provide coaching as needed. Our goal this year is focus on the fidelity of the program while supporting teachers with Sheltered Instructional practices and using the intervention block to bridge the two languages.

We are also a Title 1 campus, serving a poplulation of economically disadvantaged students. Being a Title 1 campus allows us to allocate funds to serve all of our students. Our goal is being proactive when serving students to promote post-secondary readiness and succes beyond the child's NBISD career.

School Processes & Programs Strengths

Carl Schurz Elementary Strengths:

- Carl Schurz is an A campus.
- Implement a block daily for interventions to accelerate learning for all students. Students who are At Risk will receive intervention by the teacher or interventionists.
- Being a Dual Language campus we celebrate diversity and bilingualism.
- Provided teachers with a 50 minute planning time once a week to strengthen instruction through curriculum alignment and lesson plan development.
- Coaching support for teachers who need additional help in the classroom with Academics, Classroom management, progress monitoring, or assessment support at Carl Schurz Elementary.
- Interventionist who will provide accelerating learning during an intervention block for students.
- New Teacher Mentoring
- Carl Schurz SST will meet every eight weeks to discuss how we can serve students in academics and behavior.
- All staff is highly certified and teachers have been trained and certified as both ESL and G/T.
- Purposeful and data driven professional development opportunities were provided to all staff so that specific needs for each staff member could be addressed.
- Technology was made readily available to all staff members and training was provided to improve the instruction through our 1:1 initiative.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student in Special Education continue to fall below our other sub populations based on 3rd/4th quarter DLAs and STAAR data. **Root Cause:** Inclusion models do not reflect best practices in all grade levels. Training may be needed for paraprofessionals who provide inclusion support in some circumstances.

Problem Statement 2 (Prioritized): More training is needed to continue to improve student mental health and healthy student behavior. **Root Cause:** Resources of time and funding to train teachers and administrators are limited.

Problem Statement 3 (Prioritized): Some NBISD schools are very old buildings and have inferior facilities; such as smaller classrooms, several separate buildings with outside passages, aging fixtures, and facilities. Safety must be maintained at all facilities including Carl Schurz Elementary. **Root Cause:** Several elementary schools are well over 50 years old. Even with excellent stewardship these buildings are difficult to maintain and cannot begin to compare to new schools in size or efficiency. In some wings at Carl Schurz, frequent repair of air conditioning and ventilation may cause learning delays for students while repairs are made.

Problem Statement 4 (Prioritized): Teachers must be continuously supported with high quality professional development, especially in the areas of project based instruction, differentiation, and serving students with a variety of needs and levels. **Root Cause:** Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 5 (Prioritized): Services must be provided for students with a diverse range of special needs; including, but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness. **Root Cause:** NBISD has a diverse student population with special needs.

Problem Statement 6: The Dual Language program is not being implemented with fidelity. **Root Cause:** Lack of training, monitoring, and professional development.

Perceptions

Perceptions Summary

Carl Schurz Elementary is truly a neighborhood school and our stakeholders are fully vested in the core beliefs of CSE. Our theme this year will be "Root for each other and watch each other grow" which is based in NBISD's Core Values. We will also have Friday morning assemblies to familiarize our students and staff at CSE and build community. Carl Schurz Elementary focuses on several safety measures to ensure that our students are safe. We have the Raptor system which allows our parents to check in the office and get clearance. We use the Standard Response Protocol for our safety protocols. We practice at least one drill per month in order to be prepared for an emergency. This year, we are promoting parental involvement. Teachers have volunteer sign-up sheets at Meet the Teacher and the principal has promoted the at Meet the Principal and in her newsletters.

Perceptions Strengths

Carl Schurz has many strengths that were reflected in 21-22 surveyes.

- Staff feels a sense of community
- Staff feels they are supportive.
- The parents feel they are treated with respect at CSES.
- Parent feel their children are safe at school.
- Parents are proud to have their child attend CSES.
- Students feel connected to the school.
- Students feel proud to be a student at NBISD.
- Students feel that everyone matters at CSES.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some NBISD students need behavioral and/or mental health support beyond the classroom or even at the campus level. **Root Cause:** Home and school situations often affect student behavior and performance, and regardless of support given by campuses, students continue to misbehave. Often parents are unable to seek further assistance due to financial and/or time constraints.

Problem Statement 2: In the student survey, college/career readiness and social/emotional skills were an area of need for 4th and 5th grade. **Root Cause:** Career and college readiness were not promoted the previous year.

Problem Statement 3: Staff survey showed that leadership, communication, and campus wide systems were areas of need. **Root Cause:** There were three interim principals last year.

Problem Statement 4: In the parent survey, some parents do not feel that the learning environment meets their needs. **Root Cause:** Differentiation for students who have mastered content is not consistent.

Problem Statement 5: In the parent survey, some parent do not feel they regularly receive feedback regarding their academic progress. **Root Cause:** Communication is an overarching issue at CSES. Systems and consistency in way to communicate weren't clear.

Priority Problem Statements

Problem Statement 1: Special Education students are not performing the same level as peers on STAAR.

Root Cause 1: Lack of rigor in lessons and personalized instruction for Special Education students.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Student in Special Education continue to fall below our other sub populations based on 3rd/4th quarter DLAs and STAAR data.

Root Cause 4: Inclusion models do not reflect best practices in all grade levels. Training may be needed for paraprofessionals who provide inclusion support in some circumstances.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 9: Some NBISD students need behavioral and/or mental health support beyond the classroom or even at the campus level.

Root Cause 9: Home and school situations often affect student behavior and performance, and regardless of support given by campuses, students continue to misbehave. Often parents are unable to seek further assistance due to financial and/or time constraints.

Problem Statement 9 Areas: Perceptions

Problem Statement 2: Economically Disadvantaged students are not performing the same level as their peers.

Root Cause 2: Lack of professional development and implementation of strategies to meet the needs of diverse learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: More training is needed to continue to improve student mental health and healthy student behavior.

Root Cause 6: Resources of time and funding to train teachers and administrators are limited.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 3: Emergent Bilingual students are not performing at the same level as peers.

Root Cause 3: Lack of professional development and implementation of Sheltered Instruction practices. Inconsistency with implementation of Dual Language 50/50 model.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Some NBISD schools are very old buildings and have inferior facilities; such as smaller classrooms, several separate buildings with outside passages, aging fixtures, and facilities. Safety must be maintained at all facilities including Carl Schurz Elementary.

Root Cause 5: Several elementary schools are well over 50 years old. Even with excellent stewardship these buildings are difficult to maintain and cannot begin to compare to new schools in size or efficiency. In some wings at Carl Schurz, frequent repair of air conditioning and ventilation may cause learning delays for students while repairs are made.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: Teachers must be continuously supported with high quality professional development, especially in the areas of project based instruction, differentiation, and

serving students with a variety of needs and levels.

Root Cause 7: Academic expectations are increasingly rigorous for students to compete in a global society.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Services must be provided for students with a diverse range of special needs; including, but not limited to dyslexia, behavior disorders, issues relating to poverty, language, pregnancy, abuse, depression and/or homelessness.

Root Cause 8: NBISD has a diverse student population with special needs.

Problem Statement 8 Areas: 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Parent/Community Data

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





Goals

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

Performance Objective 1: 100% of CSE students will show 1 year's growth on the Reading and Math NWEA Map Assessments.

Evaluation Data Sources: NWEA Map data

Strategy 1 Details	Formative Reviews		
Strategy 1: The instructional coach will provide coaching, lesson modeling and Fundamental 5 effective instructional practices. Five minute walk-throughs will provide teachers by administration with timely feedback and clarification. Strategy's Expected Result/Impact: All students will show a year's growth in MAP reading and Math. Staff Responsible for Monitoring: Principal Instructional Coach Funding Sources: Full time instructional coach - 281 - ESSER II Grant - \$70,149	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers in grades K-3rd will implement the Science of Teaching Reading strategies learned in the Reading Academy with fidelity with the support of the Early Intervention Coaches. Strategy's Expected Result/Impact: Increased reading proficiency on or above grade level Staff Responsible for Monitoring: Early Literacy Coaches Principals	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: CSE ELA, math intervention teacher, and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students identified using 15 point state criteria found in the NBISD SCE Manual in accelerated reading and accelerated math programs. In addition, we will employ Intervention teachers and para-professionals to specifically support the effective instruction of EB students through direct instruction. Strategy's Expected Result/Impact: Students served by intervention teachers have increased levels of reading and math progress. Staff Responsible for Monitoring: Administration Intervention teachers Funding Sources: Interventionist, bilingual para, para - 211 - Title I, Part A - \$209,366, Instructional coach, para - 281 - ESSER II Grant, Bilingual Testing Material - 199-PIC 25, 35 State Bilingual/ESL - \$150	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: The principal will review student performance data and update the At-Risk student list with priority codes . Strategy's Expected Result/Impact: At Risk students will be monitored to ensure academic growth. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: In an effort to recruit highly qualified Dual Language teachers, the district will provided stipends to eligible teachers. These teachers will receive ongoing support through District collaboratives for Dual Language Program teachers. Strategy's Expected Result/Impact: Campus improvement in the language acquisition and reading performance of EB students. Staff Responsible for Monitoring: Principals Funding Sources: BE Stipends/Intervention Stipeds - 199-PIC 25, 35 State Bilingual/ESL - \$33,000	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: In order to support and develop high quality instruction and interventions, substitutes will be provided so that teachers can receive professional development with instructional coaches and interventionists targeted towards serving at-risk students in Tier 1 and Tier 2 instruction. Strategy's Expected Result/Impact: At-Risk students NWEA Map scores show a year's growth. Staff Responsible for Monitoring: Principal Funding Sources: Substitutes - 211 - Title I, Part A - \$2,000	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Increase the number of CSE third grade students performing at Meets grade level on STAAR Reading from a baseline scale score of 53% in 2022 to 75% in May of 2025. This year's target is 60%.

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in grades K-3rd will implement the Science of Teaching Reading strategies learned in the Reading Academy with fidelity with the support of the Early Intervention Coaches. Strategy's Expected Result/Impact: Increased reading proficiency on or above grade level Staff Responsible for Monitoring: Early Literacy Coaches Principals	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue increasing fidelity of implementation of Foundations and Estrellita in K-2nd Strategy's Expected Result/Impact: Increased reading level growth and performance on NBISD assessments Staff Responsible for Monitoring: Principals Multilingual Specialist Early Literacy Coaches	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: New to district K-3rd teachers will participate in the required TEA Reading Academy. Strategy's Expected Result/Impact: Improved understanding and teaching of early literacy by primary teachers Staff Responsible for Monitoring: Principals Early Literacy Coaches	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% 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 3: Increase the number of CSE third grade students performing at the Meets grade level on STAAR Mathematics from a baseline scale score of 38% in 2022 to 65% in May of 2025. This year's target is 45%.

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in grades K through 5 will utilize Pre- and Post assessment data as well as MAPS assessments to monitor progress in mathematics. Based on the data, teachers will incorporate number sense strategies, problem-solving strategies, and fluency practice to build on mathematical skills. Teachers will utilize StemScopes and Pam Harris strategies to accelerate learning.</p> <p>Strategy's Expected Result/Impact: Student fluency will increase and problem-solving thinking and practice will become more automatic, leading to increased demonstrated mastery of the TEKS.</p> <p>Staff Responsible for Monitoring: Principal Math Interventionist Teachers</p> <p>Funding Sources: Math Interventionist - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The master schedule will include an intervention block for each grade level in order to accelerate instruction for every student. At Risk students will be served by teacher or interventionist.</p> <p>Strategy's Expected Result/Impact: To provide personalized instruction for each student in order to accelerate learning.</p> <p>Staff Responsible for Monitoring: Principal Teachers Interventionists</p> <p>Funding Sources: Reading Interventionist, par - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$95,955</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in grades K-5 will continue implementing Guided Math as a structure to reach the needs of all students through flexible small group instruction. Groups will meet with teachers at least 3 times per week and will include meaningful, purposeful "math and number" talk. Within the Guided Math lesson, instruction moves from concrete models to pictorial and then abstract models.</p>	Formative		
	Nov	Feb	May





<p>Strategy's Expected Result/Impact: Identification of misconceptions and learning gaps as teachers work with small groups. This will lead to immediate increased understanding of mathematical concepts and thinking processes.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>			
<div> <div>  No Progress </div> <div>  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 1: Increase the Meets level in All Subjects on STAAR from 61% to 76% by May of 2025.
This year's target is 66%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a master schedule that supports an intervention block for each grade level in order to maximize accelerated instruction. Strategy's Expected Result/Impact: Accelerated instruction will allow students to reach Meets level of performance on MAPS/STAAR. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional coaches and intervention teachers will help teachers analyze data to target specific needs of students to accelerate instruction. Strategy's Expected Result/Impact: Accelerated instruction will allow students to reach Meets level of performance on MAPS/STAAR. Staff Responsible for Monitoring: Principal Instructional Coach Intervention Teacher Funding Sources: Instructional Coach - 281 - ESSER II Grant, Intervention Teachers and Paraprofessionals - 211 - Title I, Part A , Intervention Teachers and Paraprofessionals - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: In an effort to increase student awareness in college/career/military pathways after high school, students will be exposed to post secondary opportunities throughout the year. Strategy's Expected Result/Impact: 100% of students will be exposed to a new college career at Friday assemblies by a leader on campus. Staff Responsible for Monitoring: Administration Staff	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: 2-5 students will create a product that informs another about the career and college they will attend. K-1 teachers will collaborate on a product with students that informs others about the teacher's college and career. Strategy's Expected Result/Impact: All students will have knowledge of at least one career or college that sparks his/her interest.	Formative		
	Nov	Feb	May

 No Progress	 Accomplished	 Continue/Modify	 Discontinue


Goal 3: 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 responding to Strongly Agree on the annual student survey in "At my campus, everyone matters." from 81% to 90% by 2025. This year's target is 84%.


Evaluation Data Sources: Student Survey


Strategy 1 Details	Formative Reviews		
Strategy 1: The EBIS team will evaluate and create an action response to increase wellness based on the student survey. Teachers will implement the action response. Strategy's Expected Result/Impact: Increase in student survey results. Staff Responsible for Monitoring: EBIS team, Teachers Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The school counselor will implement a character education and SEL curriculum to support positive relationships, self-esteem, and decrease bullying. Strategy's Expected Result/Impact: Improved mental health of students Staff Responsible for Monitoring: Principal Counselor	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: The CIS will provide services to students during the school day in order to increase students mental health, attendance rate, and academic success. The CIS will provide resources to families to increase student attendance and reduce barriers families may in order to increase students success. Strategy's Expected Result/Impact: Increase in student mental health Staff Responsible for Monitoring: CIS Principals Funding Sources: CIS - 281 - ESSER II Grant - \$21,892	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement an Art program campus wide to foster the arts in schools and provide students with field trip opportunities. Strategy's Expected Result/Impact: Students having access to fine art standards and other career choices Staff Responsible for Monitoring: Princioal Funding Sources: Art Teacher - 281 - ESSER II Grant - \$68,001	Formative		
	Nov	Feb	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 2: Increase the number of students participating in clubs of their interest from 12% to 100% in 2023.





Evaluation Data Sources: Student sign-up form, admin walk-throughs, parent sign-in sheet at showcase

Strategy 1 Details	Formative Reviews		
Strategy 1: In the spring semester, students will attend a passion club during the day every Friday for 6 weeks (hour long) taught by staff member. Students will be surveyed on passions. Strategy's Expected Result/Impact: Increase the number of students participating in clubs of their interest from 12% to 100%. Staff Responsible for Monitoring: All staff, administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will present what they learned in their passion club at an evening showcase for community members. Strategy's Expected Result/Impact: Students will have an opportunity to present and teach others about their passion. Staff Responsible for Monitoring: Principal Teacherss	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Increase overall staff satisfaction scale score from 3.28 to 4.5 by 2025. This year's target is 4.0.

Evaluation Data Sources: Staff survey, meeting notes

Strategy 1 Details	Formative Reviews		
Strategy 1: The Leadership Team will create, implement, and monitor a plan to increase staff satisfaction for the 2022-23 school year based on survey data. Strategy's Expected Result/Impact: Increase in staff satisfaction Staff Responsible for Monitoring: Leadership team members Principals	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Mentoring and New Teacher Support Training will be provided for all 0-1 year teachers and their assigned mentors. Mentors will be trained prior to school starting and have follow-up sessions with trained staff 4 times per year. All new teachers (0-1 year) will participate in the Positive Impact Team (PIT) sessions prior to school starting and 4 times throughout the year. Strategy's Expected Result/Impact: Teachers new to NBISD will be supported by district and campus-level staff who have been trained in working with new teachers. Retention rates of new teacher in NBISD will be 90%. Staff Responsible for Monitoring: Mentors Principals	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Increase percentage of Fundamental 5 practices in classrooms in 2025:

Framing Lesson - from 71%- 91%

Power Zone - from 80% to 100%

Critical Writing - 4% to 34%

Frequent Small Group Purposeful Talk - 8% to 38%

Recognize and Reinforce - 51% to 81%

This year's targets are:

Framing Lesson -77%





Power Zone - 90%

Critical Writing - 14%

Frequent Small Group Purposeful Talk - 18%

Recognize and Reinforce - 61%





Evaluation Data Sources: Walk-through data

Strategy 1 Details	Formative Reviews		
Strategy 1: Early Literacy and Instructional Coach will provide coaching for all teachers in effective instructional strategies to better serve all students. Strategy's Expected Result/Impact: 1. Classroom teachers supported by coaches are more effective with their students and therefore have increased levels of reading and math progress with their students. 2. T-TESS and walkthroughs of supported teachers indicate an increased level of Fundamental 5 instructional practice. Staff Responsible for Monitoring: Principals Instructional Coaches Funding Sources: Instructional Coach - 281 - ESSER II Grant	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide on-going professional development for teachers and campus staff in core content areas, TEKS/ELPS understanding, Fundamental Five instructional strategies with an emphasis on digital literacy, SEL, and all required training, as well as leadership development opportunities for campus and district administrators. Strategy's Expected Result/Impact: Increased teacher instructional effectiveness and student performance. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 42% to 51% by 2025. This year's target is 45%.

Evaluation Data Sources: Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Review monthly evidence of Recognize and Reinforce in walk-throughs and initiate conversations with teachers on the impact this instructional strategy has on building relationships with students. Strategy's Expected Result/Impact: Increased use of Recognize and Reinforce will result in a healthy, nurturing classroom culture and climate. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Front office staff to participate in customer service training. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Review staff attendance rates. Strategy's Expected Result/Impact: Teacher attendance should mirror or be better than student attendance rates. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </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: Annually increase the percentage highly satisfied by 2025 on:

The learning environment at my child's campus meets their needs from 36% to 45%





I regularly receive feedback from my child's campus regarding their academic progress from 31% to 40%

This year's targets are:

The learning environment at my child's campus meets their needs: 39%

I regularly receive feedback from my child's campus regarding their academic progress: 34%

Evaluation Data Sources: Parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate with parents in both English and Spanish using weekly newsletters, Parent Square, and social media. This will include weekly teacher newsletters about what students are learning for the week. Strategy's Expected Result/Impact: Parents will be fully informed of campus happenings. Staff Responsible for Monitoring: Principal Funding Sources: CIP Translation - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$450	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide parents with multiple opportunities to participate as a campus volunteer. Funding Sources: Parent Involvement Activities - 211 - Title I, Part A - \$5,250	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Carl Schurz Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Carl Schurz Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adamson, Sharie	ELA Intervention	1
Colanelo, B.	Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfaro, Carla	Instructional Paraprofessional	Title I	1
Ayala, C.	Instructional Paraprofessional	Title I	1
First, Journeth	BE Intervention Teacher	Title I	1
Rogers, M.	Math Intervention teacher	Title I	1

Plan Notes

PLC minutes/Vertical Team/ Leadership meetings/CIC Minutes(Optional)

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Reading Interventionist, par		\$95,955.00
2	1	2	Intervention Teachers and Paraprofessionals		\$0.00
6	1	1	CIP Translation		\$450.00
Sub-Total					\$96,405.00
Budgeted Fund Source Amount					\$96,405.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Bilingual Testing Material		\$150.00
1	1	5	BE Stipends/Intervention Stipeds		\$33,000.00
Sub-Total					\$33,150.00
Budgeted Fund Source Amount					\$33,150.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionist, bilingual para, para		\$209,366.00
1	1	6	Substitutes		\$2,000.00
1	3	1	Math Interventionist		\$0.00
2	1	2	Intervention Teachers and Paraprofessionals		\$0.00
6	1	2	Parent Involvement Activities		\$5,250.00
Sub-Total					\$216,616.00
Budgeted Fund Source Amount					\$216,616.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Full time instructional coach		\$70,149.00
1	1	3	Instructional coach, para		\$0.00

281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Instructional Coach		\$0.00
3	1	3	CIS		\$21,892.00
3	1	4	Art Teacher		\$68,001.00
4	2	1	Instructional Coach		\$0.00
Sub-Total					\$160,042.00
Budgeted Fund Source Amount					\$160,042.00
+/- Difference					\$0.00
Grand Total Budgeted					\$506,213.00
Grand Total Spent					\$506,213.00
+/- Difference					\$0.00

Addendums

Carl Schurz Elementary School Parent and Family Engagement Policy

At Carl Schurz Elementary School, we recognize that parental involvement 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 involvement contributes greatly to student achievement and conduct.

The staff at Carl Schurz Elementary School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home that 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 Campus Improvement Committee and our monthly Parent Forum meetings. 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 (PTA).

Through conferences, School Messenger notices and weekly newsletters, 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 the opportunity to meet academic expectations set forth in the Texas State Standards.

At Carl Schurz 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 involvement, which will ultimately improve student achievement.

PART I

GENERAL EXPECTATIONS

Carl Schurz Elementary School agrees to implement the following statutory requirements:

1. The School will jointly develop with parents and distribute to parents of participating children, a Parent Involvement Policy that the school and parents of participating children agree on.
2. The school will notify parents about the Parent and Family 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.
3. The School will make the Parent and Family Engagement Policy available to the local community on the campus webpage.

4. The School will consistently update the Parent and Family Engagement Policy to meet the changing needs of parents and the school.

5. The School will adopt the school's School-Parent compact as a component of its Parent Involvement Policy.

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. Carl Schurz Elementary will take the following actions to involve parents in the joint development of its Parent and Family Engagement Policy under section 1118(b) of ESEA(Elementary and Secondary Education Act)
 - a. On an annual basis, the Campus Improvement Committee or Parent Forum will revise the Parent and Family Engagement Policy with input from parents and community members.
 - b. A Needs Assessment survey will be available to all parents in the spring to provide the campus with feedback that will be used to guide and update the campus Parent and Family Engagement Policy.

2. Carl Schurz Elementary will take the following actions to distribute to parents of participating children and the local community, the Parent and Family Engagement Policy:
 - a. During fall Parent/Teacher Conferences the School-Parent Compact and Parent and Family Engagement Policy will be discussed. Parents will receive an annual copy of the updated School-Parent Compact at these conferences.
 - b. The Parent and Family Engagement Policy will be published on the campus website.

3. Carl Schurz Elementary will consistently update its Parent and Family Engagement Policy to meet the changing needs of parents and the school:

- a. The Campus Improvement Committee will annually review the Parent and Family Engagement Policy to update academic achievement information, safety needs, and program needs.
- b. The CSE Parent Forum will review Needs Assessment data and provide feedback to make necessary updates or changes to the Parent and Family Engagement Policy.

4. Carl Schurz Elementary will convene an annual Title I parent meeting:

- a. Notification will be sent home prior to the meeting, notifying parents of specific details and Title I requirements. This meeting will take place at the beginning of the year, generally in September or October.
- b. The School Messenger System, Campus Monday Mail Newsletter, School Marquee and various other forms of communication will be used additionally notify parents of this annual meeting.

5. Carl Schurz Elementary will provide information about available Title I Programs to parents of participating children in a timely manner.

- a. For the 2019-2020

school year, the campus will be using Title I funds to provide identified students with Reading and Math intervention support teachers.

- b. A bilingual paraprofessional will additionally be hired to support identified students.

6. Carl Schurz 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:

- a. Summaries of grade level standards will be presented and discussed by each teacher at Open House, during Parent/Teacher Conferences or during a Parent Information Night.
- b. Results of district and state assessments will be made available to parents via progress reports and/or parent conferences. A copy of the annual Texas Academic Performance Report is kept in the main office for parents to access and review.

7. Carl Schurz Elementary will incorporate the School-Parent compact as a component of its Parent and Family Engagement Policy:

- a. The School-Parent compact will be distributed and reviewed with parents and students at our annual Fall Parent/Teacher Conferences in October.
- b. The Parent Forum Committee will be an avenue for parents to receive further detailed information about the School-Parent compact and its components.

8. Carl Schurz Elementary will submit to the district any parent comments or concerns if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- a. The parents will be directed to write a letter to the Principal with their concerns.
- b. The campus Principal will schedule a time to meet with parents who submit concerns to further discuss/review these concerns.

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Carl Schurz 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:

- a. The campus will encourage participation of dads through the WatchDOG and All-Pro Dad's programs.
- b. The campus will encourage and utilize parents as volunteers in the classrooms to support teachers in material management, individual reading support, science lab support, etc.
- c. The campus will organize monthly parental involvement activities, which include the Parent Forum meetings, Campus Improvement Committee Meetings, Open House, The Family Fun Fitness Walk, Fall Safety Fair, CSE Bike Rodeo, Family Night, and Mayfete to name a few.

Carl Schurz Elementary will incorporate the School-Parent compact as a component of its Parent and Family Engagement Policy.

- a. The School-Parent Compact will be discussed at Fall Parent Conferences.

by all stakeholders.

b. Parents will be informed of activities, programs and academic supports that are a part of the School-Parent compact and an extension of the Parent and Family Engagement Policy.

Carl Schurz Elementary will provide assistance to parents of children served by the school.

a. Parents are always welcome to join in activities on campus before, during, and after school.

b. Parents will be encouraged to become active volunteers in the school and participate in activities that support student academic growth and development.

In an effort to foster parental involvement, the school will, with the assistance of district personnel, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, available technology programs and their use at home, resources that should be available to students at home such as flashcards and high frequency word lists, and beneficial routines. Parents will also have the opportunity to attend STAAR Parent Night activities to learn more about state assessments and SSI guidelines.

In August of each school year, the school will, with the assistance of its district and parents, educate teachers, pupil personnel, administrators, and support staff on effective ways to communicate with parents, and how to effectively work with parents to include them as equal partners in the school. Campus employees will understand the value and utility of contributions of parents, and be encouraged to implement and coordinate parent programs and activities that build ties between parents and schools, and strengthen parental involvement across the campus.

PART IV ADOPTION

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

- a. Carl Schurz Elementary CIC Meeting, September 23, 2019 at 3:30 PM.

This policy was adopted by the Campus Improvement Committee on September 23, 2019 and will be reviewed by parents and relevant stakeholders annually at the beginning of each school year. This school will inform and distribute this policy to all parents of participating Title I, Part A children during Fall Parent/Teacher Conferences in October of each school year. It will be made available to the local community in November via the campus and district website. Carl Schurz Elementary notification to parents of this policy is found in the School-Parent Compact in a language that is appropriate to meet the needs of our parents.

Escuela Primaria Carl Schurz Elementary

Políza de Compromiso de Padre y familia

En la Escuela Primaria Carl Schurz, reconocemos que el involucramiento de 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 administrativo de la Escuela Primaria Carl Schurz cree que debemos ayudar a los estudiantes a desarrollar destrezas para dominar las obligaciones de la vida en familia y fomentar condiciones en casa que enfatizan la importancia de la educación y el aprendizaje. La comunicación de dos-sentidos entre los programas escolares y el avance del estudiante se fomenta con el entendimiento de que la educación es responsabilidad compartida con los padres. Invitamos a los padres que participen activamente en las decisiones escolares. También exhortamos a todos los padres a desarrollar destrezas de liderazgo al asistir a juntas de la mesa directiva, e involucrarse en la Asociación de Padres y Maestros.

Estaremos informando a los padres sobre niveles de desempeño de los estudiantes, planes de estudio, evaluaciones a través de conferencias y cartas informativas. 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 las normas del Estado de Texas.

En la Escuela Primaria Carl Schurz, 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 Primaria Carl Schurz 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 políza de Involucramiento de Padres usando un formato práctico, entendible uniforme, en un idioma que los padres puedan entender.
- La escuela mantendrá disponible la políza de Involucramiento de padres para toda la comunidad en el portal de Internet del plantel.
- La escuela actualizará periódicamente la políza 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 políza de involucramiento de padres.

2ª PARTE

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

1. La Escuela Primaria Carl Schurz tomará las siguientes medidas para incluir a los padres en la creación de la políza de involucramiento de padres, bajo la sección 1118(b) de ESEA.
 - El Comité de mejoras del plantel revisará anualmente la políza de involucramiento de padres uniendo en cuenta la participación y opinión de padres y miembros de la comunidad.
2. La Escuela Primaria Carl Schurz tomará las siguientes acciones para distribuir la políza de involucramiento de padres a la comunidad local, así como a los padres de niños participando en el programa:
 - La escuela discutirá la políza de involucramiento de padres, así como el Contrato entre padres-escuela durante la conferencia para padres, que se lleva a cabo durante Otoño. Se enviará información a casa para aquellos padres que no pueden asistir a la junta.

3. La Escuela Primaria Carl Schurz actualizará periódicamente su póliza de Involucramiento de Padres para alcanzar las necesidades escolares y de los padres.
 - El comité de mejoras del plantel revisará anualmente la póliza de Involucramiento de Padres para añadir cualquier situación, sin limitar únicamente a desempeño académico, necesidades de seguridad y necesidades del programa.
4. La Escuela Primaria Carl Schurz 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, coincidiendo con el día de “Open House.” (Para el año escolar 2019-20, la junta anual coincidirá con los programas musicales de Octubre).
5. La Escuela Primaria Carl Schurz proporcionará información oportuna sobre Programas “Title I” para aquellos padres de niños participando en el programa.
 - Para el año escolar 2019-20, 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 Primaria Carl Schurz 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 maestros presentarán a los padres los estándares de cada nivel de grado durante la junta “Open House” en septiembre.
 - 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 Primaria Carl Schurz incorporará un contrato entre escuela y padres como uno de los componentes de su póliza 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 Primaria Carl Schurz 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 Primaria Carl Schurz construirá un sistema sólido de involucramiento de padre 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 organizará una junta familiar de lectura/matemáticas/ciencia en la escuela para proporcionar información sobre varias áreas curriculares y presentar estrategias que ayuden a mejorar el desempeño académico.
 - El plantel fomentará la participación de los papás a través del programa “WatchDOG.”
 - 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 Primaria Carl Schurz incorporará el contrato entre escuela y padres como uno de los componentes de la póliza de involucramiento de padres.
 - El Contrato entre escuela y padres se revisará durante las conferencias de padres en otoño.
11. La Escuela Primaria Carl Schurz 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 alumnos, directores y otros miembros del personal de 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:
 - Entrenamiento anual durante las fechas de entrenamiento del mes de agosto.

4ª PARTE

ADOPCION

Esta póliza de involucramiento de padres ha sido desarrollada en conjunto con los padres de alumnos participando en los programas “Title I,” y “Part A,” dejando como evidencia la minuta de:

- La junta de la mesa directiva de padres y maestros llevada a cabo el 23 de septiembre del 2019 en la escuela Carl Schurz Elementary.

Esta póliza será adoptada por el comité de mejoras del plantel el 23 de septiembre del 2019 y se revisará anualmente cada semestre de primavera.

Esta escuela informará y distribuirá la póliza a todos los padres de estudiantes participando en los programas “Title I,” y “Part A” durante la conferencia para padres del mes de octubre de cada semestre de otoño.

La información será presentada a la comunidad local durante el mes de noviembre. La notificación para padres de la Escuela Primaria Carl Schurz estará incluida en el contrato entre escuela-padres en un lenguaje que los padres puedan entender.