

Schertz-Cibolo Universal City Independent School District

Elaine S. Schlather Intermediate

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elaine S. Schlather Intermediate School is a highly rated, public school located in Cibolo, TX. It has 786 students in grades 5-6 with a student-teacher ratio of 24 to 1.

Students have strong academic skills and students in this school are learning at the same rate as similar students in other schools in our areas. TEst scores are above the state average.

Underserved students at this school are performing about as well as other students in the state.

Demographics Strengths

We service a broad population that reflect the diversity of the community including a large population of military connected families.

Economic Disadvantaged 24%

English as a Second Language 1.4%

Mobiltiy Rate 12%

Special Education 9%

African American 12%

Hispanic 40%

White 37%

Asian 2%

Two or more Races 9%

Student Learning

Student Learning Summary

<https://txschools.org/schools/094902114/overview>

School Processes & Programs

School Processes & Programs Summary

Master Schedule- Allows for school day PLCs, student intervention and enrichment built into the Master schedule daily.

Special Education- Implement Inclusion, Critical Content Leveled instruction, Life Skills, Structure Learning and Co-Teach through our Special Education Department. Inclusion classes will be supported by special education teachers and/or paraprofessional staff members.

Implementation of Restorative Practices in all classrooms through PBIS.

Dyslexia- 1.5 trained Dyslexia Specialists provides prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission to the dyslexia program.

GT- Students are identified for the gifted and talented program by nominations and testing. Students are clustered at 5th grade and 6th grade. Continue to offer staff development opportunities for all teachers to become/continue GT certification.

ESL- Our ELL students are instructed by certified ESL teacher.

Specials- Schlather has certified Physical Education, Music, Band, and Orchestra, Art and Choir Teachers.

Counseling- One certified counselor provides counseling services for the campus.

Community In Schools- .5 Counselor

Technology- Schlather has 4 computer labs, with one monitored by a highly qualified teacher who also serves as our Campus Technology Specialist. All classrooms have 3 student laptops and all of our core academic classrooms have a TV Panels with one iPad. All students are enriched by participating in a technology integration class weekly.

State Compensatory Education- During the 2021-22 school year, state compensatory resources will continue to be utilized in addition to a qualified teachers and one interventionist for students receiving intense intervention and after school support through "Second Chance" Academy

Parent Involvement- We request that all students purchase student planners (assignment books) for daily use to ensure increased communication about academics and discipline between school and home. We conduct a "Meet the Teacher" Night before classes begin and a 5th and 6th grade Open House in September to acclimate new families to Intermediate School. Staff members communicate with parents either by phone/email or personal contact concerning academics, discipline and positive news. Our parental involvement policy is evaluated every year through our Parent satisfaction surveys.

PALS- Schlather has PALS (Peer Assistance and Leadership Students) from Steele High School working in numerous classrooms with students. Plans to partner with various community/business representatives that will interact with our students through Science Day, Science Night, Career Day and Junior Achievement

Perceptions

Perceptions Summary

2021 Staff Survey, Student Survey, Parent Survey addendum

Perceptions Strengths

2021 Staff Survey, Student Survey, Parent Survey addendum

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: All Graduates will be College and/or Career and/or Military Ready

Performance Objective 1: 51% of students in grades 5-6 will meet projected growth on the NWEA/MAP assessment for Reading.

Evaluation Data Sources: Quarterly Progress Assessment, Unit Assessments, Benchmark Assessments, State Assessment, NWEA data (BOY, MOY, EOY), Classroom formative Assessments.





Strategy 1 Details	Reviews			
Strategy 1: Independent reading time incorporated daily in all ELA classes. Strategy's Expected Result/Impact: ---Increased reading fluency and comprehension due to increased practice ---Increased performance on targeted TEKS Staff Responsible for Monitoring: ELA Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use varied, frequent formative checks to guide instruction and intervention in core classes (ELA) Strategy's Expected Result/Impact: ---Teachers will understand student needs and adapt lessons to meet those needs throughout each the unit. ---Identifying targeted areas of improvement throughout unit instead of at the end. ---Increased student growth Staff Responsible for Monitoring: Administration, Teachers, Team Leads Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Engage in data analysis during PLC utilizing CUA, QPA, Unit Test, Frequent Formative Assessments (homework, exit tickets, quick response) Strategy's Expected Result/Impact: ---Efficient use of PLC time (analyzing student data). ---Planned instruction for student levels at the beginning of the unit ---Planned instruction for re-teach and enrichment resulting in increased skill mastery at the end of the unit. Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Accelerated Learning- Provide 30 min of Accelerated Learning during ELA class for students who have been identified at risk of not meeting state projected passing expectations as identified through MAP assessment. Strategy's Expected Result/Impact: ---Increased performance on targeted TEKS ---Increased performance on MAP (MOY and BOY) Staff Responsible for Monitoring: Administrators Department chairs Teachers RTI Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Plan 1 -2 collaborative opportunities/activities weekly for students to learn- (high yield strategies through Kagan Structures and Lead Forward) Strategy's Expected Result/Impact: Increased performance on formative assessments, Unit tests, QPA, and CUA Staff Responsible for Monitoring: Team Leads, Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: All Graduates will be College and/or Career and/or Military Ready

Performance Objective 2: 50% of students in grades 5-6 will meet projected growth on the NWEA/MAP assessment for Math.

Evaluation Data Sources: Quarterly Progress Assessment, Unit Assessments, Benchmark Assessments, State Assessment, NWEA data (BOY, MOY, EOY), Classroom formative Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Accelerated Learning- Provide 30 min of Accelerated Learning during Math class for students who have been identified at risk of not meeting state projected passing expectations as identified through MAP assessment. Strategy's Expected Result/Impact: ---Increased performance on targeted TEKS ---Increased performance on MAP (MOY and BOY) Staff Responsible for Monitoring: Administrators Department chairs Classroom Teachers RTI Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use varied, frequent formative checks to guide instruction and intervention in core classes (Math) Strategy's Expected Result/Impact: ---Teachers will understand student needs and adapt lessons to meet those needs throughout each the unit. ---Identifying targeted areas of improvement throughout unit instead of at the end. ---Increased student growth Staff Responsible for Monitoring: Team Leads, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All Graduates will be College and/or Career and/or Military Ready

Performance Objective 3: 0% of students in grades 5 will meet projected growth on the NWEA/MAP assessment for Science.

Evaluation Data Sources: Quarterly Progress Assessment, Unit Assessments, Benchmark Assessments, State Assessment, NWEA data (BOY, MOY, EOY), Education Galaxy Monthly Skills Checks, Classroom formative Assessments.

Goal 2: High-performing and Engaged Workforce

Performance Objective 1: Increase the number of employees who feel like they are a part of something meaningful (16th percentile)

Evaluation Data Sources: Energage Employer Survey

Goal 2: High-performing and Engaged Workforce

Performance Objective 2: Increase the number of employees who think District Level Administration understand what's really happening at SCUC ISD (28th percentile)





Evaluation Data Sources: Energage Employer Survey

Goal 3: Highly Satisfied Students, Parents and Community

Performance Objective 1: Annually increase the student responses of respect from peers on the SCUCISD Student Satisfaction Survey (Studer Student Survey 2.91 out of 5.00)

Evaluation Data Sources: Quarterly Student Survey, Studer Student Survey





Strategy 1 Details	Reviews			
Strategy 1: Weekly Restorative Circles and problem-solving activities in core classes Strategy's Expected Result/Impact: The rate of students who feel respected by peers will increase (2.23 out of 5.00) Staff Responsible for Monitoring: Administration, Campus Staff Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporate equity education and intellectual empathy awareness through Social Emotional lessons (for students) Strategy's Expected Result/Impact: The rate of students who feel respected by peers will increase (2.23 out of 5.00) Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Guidance lessons and activities on respect Strategy's Expected Result/Impact: The rate of students who feel respected by peers will increase (2.23 out of 5.00) Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Consistent and serious consequences to those who do disrespect others or do not follow the rules. Strategy's Expected Result/Impact: The rate of students who feel respected by peers will increase (2.23 out of 5.00) Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Character Counts Education (Daily reminder messages through announcement) Strategy's Expected Result/Impact: The rate of students who feel respected by peers will increase (2.23 out of 5.00) Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus professional development on Culturally Responsive teaching (for teachers) Strategy's Expected Result/Impact: The rate of students who feel respected by peers will increase (2.23 out of 5.00) Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Highly Satisfied Students, Parents and Community

Performance Objective 2: Annually increase student responses that teachers ask me how I learn best (3.30 out of 5.00)

Evaluation Data Sources: Counselor Check-in data, Annual Student Studer Survey, DoDEA Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers build relationships and create a sense of belonging through restorative circles in all classroom. Strategy's Expected Result/Impact: The rate of students who feel they are engaging in instruction that meets their best learning modality will increase from 3.30 Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund: SCE	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Highly Satisfied Students, Parents and Community

Performance Objective 3: Annually increase the percentage of parent respondents who feel they receive positive phone calls, emails, or notes about their child from the school (3.57 out of 5.00 rating on the SCUCISD Annual Community Survey)

Evaluation Data Sources: Studer Parent Survey

Strategy 1 Details		Reviews			
Strategy 1: 1. Positive office referrals and brag notes to communicate positive student achievement and character 2. Quarterly Recognition of Honor Roll and A/B achievement students 3. Monthly Recognition (Student of the Month) Strategy's Expected Result/Impact: Annually increase the percentage of parent respondents who feel they receive positive phone calls, emails, or notes about their child from the school (3.57out of 5.00 rating on the SCUCISD Annual Parent Survey 3.2 The percentage of parent respondents who regularly receive feedback from school staff on how well their child is learning will increase (3.90 out of 5.00) Staff Responsible for Monitoring: Administration, Campus staff Title I Schoolwide Elements: 2.5, 3.1 Funding Sources: - 199 - General Fund: SCE		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 3: Highly Satisfied Students, Parents and Community

Performance Objective 4: Annually increase the percentage of parents who respond that they regularly feedback from school on how well my child is learning (3.28 our 5.00)

Evaluation Data Sources: Panorama Survey, Student feedback throughout the year

Strategy 1 Details	Reviews			
Strategy 1: 1. Consistent communication between home and school (planners, email, positive notes home, phone calls) 2. Quarterly Academic Concern Letters when necessary 3. Campus-wide communication home via Blackboard regarding progress reports, report cards and academic recognition awards) Strategy's Expected Result/Impact: Parents will feel informed of their students school achievement. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Effective and Efficient District and Campus Operations

State Compensatory

Budget for Elaine S. Schlather Intermediate

Total SCE Funds:

Total FTEs Funded by SCE: 1.26

Brief Description of SCE Services and/or Programs

--

Personnel for Elaine S. Schlather Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrie Thompson	Interventionist	0.63
Jill Mowles	Reading Teacher	0.63

Campus Funding Summary

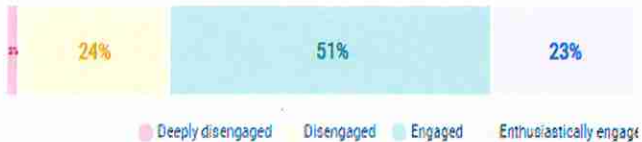
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Schlather Intern Highlights

ENGAGEMENT SCORE

Overall employee engagement: 74%



[Get the Details →](#)

STRENGTHS

Concerns	83rd	↓ 4
Development	87th	↑ 1
Helpfulness	85th	↓ 5
Clued-in Employees	80th	↑ 14
Employees making less than \$50k	95th	↑ 5
Employees hired 1-3 years ago	87th	↓ >13

FOCUS AREAS

Meetings	32nd	↓ 36
Clued-in Leaders	30th	↑ 6
Meaningfulness	38th	↑ 10
Direction	48th	↑ 20
Employees hired less than a year ago	37th	↓ 50
Employees making more than \$50k	49th	↑ 16

They listen and try to help meet my needs.

— An Employee in Schlather Intern

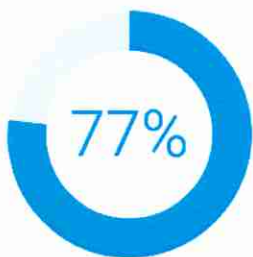
[View all comments →](#)

Again, the same few people talk all the time. Some of these individuals have become "junior administrators" and believe that they run the campus. They...

— An Employee in Schlather Intern

[View all comments →](#)

OVERALL RESPONSE RATE



[← \(https://app.energage.com/insights\)](https://app.energage.com/insights) San Antonio Express-News Top Workplaces 2020

YR

Strengths ▾

Strengths

Filter by Department:

Schlather Intern ▾

Where do these insights come from?

By Factor

Concerns Employees believe their managers care about their concerns. >

Development Employees feel their managers help them learn and grow. >

Helpfulness Employees think their managers help them do their jobs well. >

Clued-in Employees Employees feel informed about important decisions. >

By Group

Employees making less than \$50k scored better than company average >

Employees hired 1-3 years ago scored better than company average >





Focus Areas ▾

Focus Areas

Filter by Department:

Schlather Intern ▾

Where do these insights come from?

 Based on your results, these areas look like the biggest opportunities for improvement.

By Factor

- Meetings Employees don't feel meetings make good use of their time. >
- Clued-in Leaders Employees think senior managers don't understand what's really happening. >
- Meaningfulness Employees don't feel like part of something meaningful. >
- Direction Employees don't believe in company direction. >

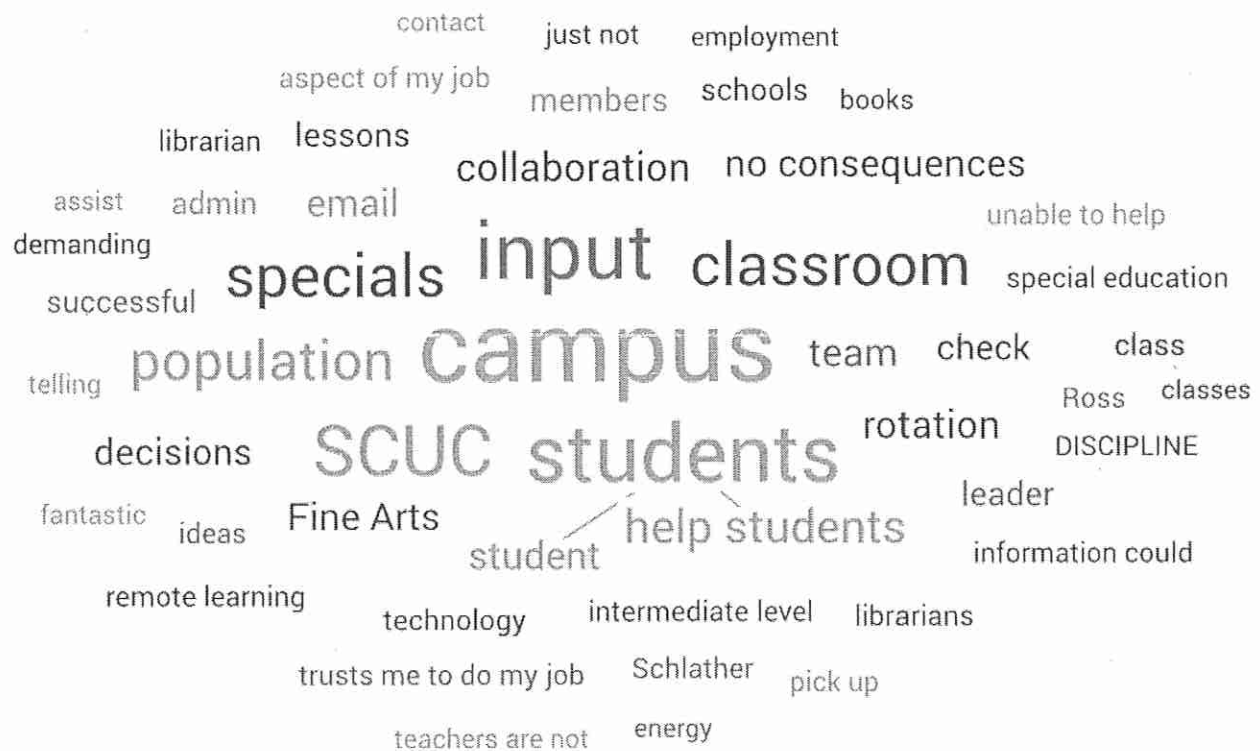
By Group

- Employees hired less than a year ago have falling scores >
- Employees making more than \$50k fell short of company average >



Employee Survey Results

Schertz-Cibolo-Universal City ISD - Schlather Interm
Department Comments



May 2020

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Employee Survey Results

This report contains comments from your employees about what they love at Schertz-Cibolo-Universal City ISD – and what they'd like to see improved.

We ask each employee 3 of our 47 comment questions based on their individual responses to survey statements. This strategy allows us to dig into the topics that matter most to them or those where their perspective was unique from the rest of your organization.

We grouped the comments by topic and attributed each comment to the employee's department if there were at least 10 responders from that department.

Visit <https://info.energage.com/report-resources> for more information about this report.

Engagement

- Recruiting
- Productivity
- Retention

Align

Perform

Connect

Coach

The Basics

Regional

I love my job because...

Schlather Intern Engagement Comments

Why would you recommend working at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. They treat you fairly.
- an employee in Schlather Intern
2. Yes, the population of students is much different than the last district than I worked in. I also like that for the most part, teachers are not micro-managed in SCUCISD.
- an employee in Schlather Intern

Schlather Intern Engagement Comments

What makes you hesitate to recommend working at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. I don't hesitate for the District, I hesitate for Education as a whole. State and Federal decision-makers clearly want, and work hard, to dissolve public education.
- an employee in Schlather Intern

Schlather Intern Engagement Comments

What gets in the way of you feeling motivated at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Negative coworkers that only do the very bare minimum if that.
- an employee in Schlather Intern
2. Budget peaks and coordination blocks.
- an employee in Schlather Intern
3. Too much testing.
- an employee in Schlather Intern

Schlather Intern Engagement Comments

What contributes most to you wanting to stay with Schertz-Cibolo-Universal City ISD?

Positive Comments

1. Good management and friendly co-workers.
- an employee in Schlather Intern
2. I enjoy the people I work with and the students that I teach.
- an employee in Schlather Intern
3. Great leaders!
- an employee in Schlather Intern
4. The people I work with.
- an employee in Schlather Intern
5. I feel that it is an environment that encourages me to thrive professionally and as a team member.
- an employee in Schlather Intern
6. I love the school that I am at. I have been at Schlather since the school opened and it is my second home. We have had several administrators at our campus and our current principal is by far the best at keeping things positive, yet pushing us to do our best.
- an employee in Schlather Intern
7. Community.
- an employee in Schlather Intern

Schlather Interm Engagement Comments

Besides higher pay, what would make you less likely to leave Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. DISCIPLINE at the INTERMEDIATE LEVEL. It is a joke right now with leaders telling us that they can't do anything. All of the work is on the teacher (investigating, asking students, etc) with the leaders having to do nothing. Being told that we can't write a referral unless we write a positive one is ridiculous and just another way to keep teachers from doing their jobs in order to make the vice principals easier.
- an employee in Schlather Interm
2. Shorter commute.
- an employee in Schlather Interm

Engagement

Align

- Values and ethics
- Direction
- Interdepartmental Cooperation
- Meetings

Perform

Connect

Coach

The Basics

Regional

I love my job because...

Schlather Intern Align Comments

Share an example of Schertz-Cibolo-Universal City ISD operating by strong values:

Positive Comments

1. The district attempts to make decisions to support students.
 - an employee in Schlather Intern
2. We strive to make our workplace and schools a safe place to learn and grow.
 - an employee in Schlather Intern

Schlather Intern Align Comments

In what ways are we not operating by strong values at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Staff memebbers that do not do what they should,
but nothing is done about it.
- an employee in Schlather Intern
2. Teachers care about the best interest of students.
- an employee in Schlather Intern

Schlather Intern Align Comments

What do you like about the direction Schertz-Cibolo-Universal City ISD is going?

Positive Comments

1. I like that they support the idea that not everyone will be College bound.
- an employee in Schlather Intern
2. I like the direction because it keeps everyone safe and out of harms way.
- an employee in Schlather Intern
3. They are always striving to be a leader among school districts in the area and state.
- an employee in Schlather Intern

Schlather Intern Align Comments

What are your concerns about the direction Schertz-Cibolo-Universal City ISD is going?

Improvement Comments

1. I am optimistic with our new leader.
- an employee in Schlather Intern
2. We are getting more students and we don't have the
buildings to accommodate them all.
- an employee in Schlather Intern
3. I feel that we are not prepared for the population of
students that are moving into SCUCISD. We need to
stop catering to parents and do what is best for
students. If population trends continue, the district
is going to not be able to handle the students that
are in our classrooms.
- an employee in Schlather Intern

Schlather Intern Align Comments

Which departments at Schertz-Cibolo-Universal City ISD cooperate together best?

Positive Comments

1. I haven't been here long enough to know.
- an employee in Schlather Intern
2. 5-12 Art Team
My specials team.
- an employee in Schlather Intern
3. Technology and campus.
- an employee in Schlather Intern

Schlather Intern Align Comments

Which departments need to cooperate better with other departments at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Admin office needs to be in the schools more to see what the needs really are for each campus!
- an employee in Schlather Intern
2. I think all departments and schools need to look each other more as a team then separate entities.
- an employee in Schlather Intern
3. We work together, but not always cooperating. We seem to go our own way, so I would not want to point fingers that might create animosity. We have one department that is always saying "No, I am not going to do that, and TEA says I can't be made to do it."
- an employee in Schlather Intern
4. The collaboration between general education and special education. The special education teacher should be seen as a part of general education teacher they work with. Many times the gen ed teachers will plan something and not include the special education teacher they work with.
- an employee in Schlather Intern

Schlather Intern Align Comments

What do you like about meetings at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. Typically on point/topic and only last as long as needed.
 - an employee in Schlather Intern
2. Meeting norms.
 - an employee in Schlather Intern

Schlather Intern Align Comments

What do you dislike about meetings at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Again, the same few people talk all the time. Some of these individuals have become "junior administrators" and believe that they run the campus. They believe this because they are often allowed to run the campus.
- an employee in Schlather Intern
2. Sometimes the information could be shared through other means.
- an employee in Schlather Intern
3. Some could be probably handled through email.
- an employee in Schlather Intern
4. Sometimes I think I go to meetings and inservice just to check a box. I feel like my manager goes to too many meetings and is not on campus enough.
- an employee in Schlather Intern
5. Sometimes they can be centered on things that are not relevant to everyone.
- an employee in Schlather Intern
6. They are sometimes repetitive or do not apply to everyone.
- an employee in Schlather Intern
7. Too many meetings where information could have been conveyed via email. Also, there is little regard for scheduling meetings (including ARDs and 504s) during contract hours.
- an employee in Schlather Intern
8. Meetings need to be straight to the point and some information should be given as emails or updates.
- an employee in Schlather Intern
9. I feel it is highly demeaning to be required to attend meetings in which I have no input, no action, no use. Spending that time taking care of the business of my huge class population should be acceptable during that time so I don't have to do it at home, stay until 5 pm or later, or come in on Saturdays. Especially since Specials conference time is still (after many, many alternative schedules) half that of academics.
- an employee in Schlather Intern

Engagement

Align

Perform

- Execution
- Clued-in Leaders
- Open-mindedness
- Innovation

Connect

Coach

The Basics

Regional

I love my job because...

Schlather Intern Perform Comments

What does Schertz-Cibolo-Universal City ISD do inefficiently or poorly?

Improvement Comments

1. Technology department is FANTASTIC, but I wish we had a smaller student to device ratio. We have about 32 classes and only 5 computer carts available to teachers at any given time. We do have a couple of iPad carts now, but we still need more computers for students. It would be ideal to have one designated cart per classroom instead of the three that we currently have!!!
- an employee in Schlather Intern
2. Makes some decisions that impacts schools without input from the staff it directly affects. Example: changing intermediate band program without discussing the outcomes with band directors. Many students will be missing out on opportunities at the intermediate age level such as competitions and performances that they normally would have been better prepared for such as the Veteran's Day program and seasonal programs.
- an employee in Schlather Intern
3.
 - 1.) Lack of discipline and consequences for students (Gr 5-6)
 - 2.) No summer school for students that do not pass gr. 8 and below. Again, no consequences for students that don't put forth effort during the school year and they are moved on to the next grade. Consequently setting them up for failure and lack of skills for college/career ready.
 - 3.) Insurance is HORRIBLE and not explained well to new hires.
- an employee in Schlather Intern

Schlather Intern Perform Comments

What does Schertz-Cibolo-Universal City ISD do efficiently and well?

Positive Comments

1. SCUC communicates important information in a timely manner.
 - an employee in Schlather Intern
2. Communicate with staff and community.
 - an employee in Schlather Intern
3. SCUC does disseminate information well.
 - an employee in Schlather Intern

Schlather Intern Perform Comments

What do senior managers do to show they know what's really going on?

Positive Comments

1. Touch base with us, update us on changes or plans.
- an employee in Schlather Intern
2. Address issues in meetings, send emails to staff, talk one on one with affected parties, ask individuals directly.
- an employee in Schlather Intern
3. They keep us informed of all District info via email and have our campus team leaders inform us about things happening on campus regularly.
- an employee in Schlather Intern
4. They are in constant contact with staff in person and via email.
- an employee in Schlather Intern
5. They are willing to stop and listen to each members input.
- an employee in Schlather Intern

Schlather Intern Perform Comments

What is happening at Schertz-Cibolo-Universal City ISD that senior managers do not understand?

Improvement Comments

1. Parents are non-stop verbally abusing us and we do not feel supported.
- an employee in Schlather Intern
2. There needs to be more flexibility/options when dealing with high intensity children. Teachers should NOT be put at risk; students shouldn't have more rights than the educators.
- an employee in Schlather Intern
3. What is going on in our class. I never saw a senior manager walk into my Fine Arts class or any of ours for that matter. We met with our Fine Arts manager, outside of PD days, one time because we asked for it. There should be more of a check in.
- an employee in Schlather Intern
4. Although we have low projected numbers for a school does not account for the number of students that particular campuses will end with. Our district is continuing to be recommended to the parents in San Antonio area as a place for Special Education students and students with other impairments. With the continued growing numbers we need more special education teachers and training.
- an employee in Schlather Intern
5. People at central office do not understand the pressures in the classroom. This past year I had 14 sped in my homeroom. A lot of times, there were so many crying or yelling out that we couldn't work in class. I don't think senior managers realize how kids are now. I would HIGHLY recommend they become a sub for a few days and go undercover into classrooms. A lot of kids come to school and misbehave. When they go home, there are no consequences and just act crazy at school. I know some teachers I work with taught when I went through SCUC and they agree that it has changed a lot in terms of respect and behavior with kids.
- an employee in Schlather Intern
6. BEHAVIOR MANAGEMENT in the classroom is the NUMBER ONE issue. It feels like there are no consequences for PERSISTENT bad behavior. I utilize every trick of the trade that I have accumulated over my 20+ years in education. I RARELY contact the administrators about behavior because I handle most things in my room with student and parent intervention. When I am out of tools in the toolkit and reach out for support, it is not there. This is FRUSTRATING as an educator and leads to a decline in the overall climate in my classroom. I get frustrated and my students don't get the best from me because I am focusing on persistent issues that should not be tolerated. It feels like we are very reactive and that we don't proactively try to improve behavior.
- an employee in Schlather Intern

Schlather Intern Perform Comments

How are different points of view encouraged at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. Our admin are always open to input, ideas, and suggestions.
- an employee in Schlather Intern
2. Widely accepted.
- an employee in Schlather Intern

Schlather Intern Perform Comments

Why might someone hesitate to share a different point of view at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Losing employment.
- an employee in Schlather Intern
2. SCUC sometimes rejects change or ideas that seem too big.
- an employee in Schlather Intern
3. Fear of being "shot down" and ridiculed by other team members. (I've heard fellow staff members being called "do-gooders," "brown nosers," and "teacher's pet" on my campus when they try to promote new ideas.).
- an employee in Schlather Intern
4. It seems, specifically on my campus that only certain viewpoints are listened to. There is no point in sharing my viewpoint because I am not one of the few "chosen" individuals who are allowed to run our campus. The same few people (not administration) seem to make decisions often for the entire campus. For example, the specials department. Grad School 101- the specials department should never determine your master calendar. Classroom time should never be wasted so that specials can get extra conference period time. The priority should be how can we help students academically.
- an employee in Schlather Intern

Schlather Intern Perform Comments

How are new ideas encouraged at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. Through communication and open mindedness.
- an employee in Schlather Intern

Schlather Intern Perform Comments

What gets in the way of new ideas at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Sometimes things are are done, just because that's the way it's always been. Funding gets in the way for new/better technology for the students.
- an employee in Schlather Intern
2. Sometimes people higher up do not trust those without professional degrees to give important input.
- an employee in Schlather Intern
3. People that make the decisions won't look at different perspectives. Their forward thinking has been to keep dropping money into technology. (It isn't bad, it's just not the only thing our kids need.).
- an employee in Schlather Intern
4. Resistance to change by some of our team members.
- an employee in Schlather Intern
5. The people on the upper positions. They don't come and see what we are doing in our classroom especially the Fine Arts. Decisions are made without a discussion. No Curriculum is given to departments with a whole new agenda. For instance 5th grade.
- an employee in Schlather Intern
6. Reaction to change from those we service.
- an employee in Schlather Intern

Engagement

Align

Perform

Connect

- Clued-in Employees
- Appreciation
- Meaningfulness
- Potential

Coach

The Basics

Regional

I love my job because...

Schlather Intern Connect Comments

What do you most value being well informed about at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. Decisions that affect the students in my classroom.
- an employee in Schlather Intern
2. Teamwork.
- an employee in Schlather Intern

Schlather Intern Connect Comments

What makes you feel appreciated at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. My co-workers and student families.
- an employee in Schlather Intern
2.
 - 1.) Small town feel
 - 2.) Positive parent and student feedback.
- an employee in Schlather Intern

Schlather Intern Connect Comments

What gets in the way of you feeling genuinely appreciated at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. There is not enough acknowledgement/ celebration for successes for both employees and students.
- an employee in Schlather Intern

Schlather Intern Connect Comments

What do you find most meaningful about working at Schertz-Cibolo-Universal City ISD?

Positive Comments

1. Unity, team all pulling in the same direction with one goal for all students. We all have the same goal.
 - an employee in Schlather Intern
2. The sense of community. I invest my time and energy in the way that I want my children to be treated by their teachers.
 - an employee in Schlather Intern
3. I feel that SCUC ISD is trying to do a better job planning between teams and coordinators, but I feel that managers should support the meetings not decide which subjects are more important than others and only give permission for some to attend.
 - an employee in Schlather Intern

Schlather Intern Connect Comments

What's getting in the way of your job feeling more meaningful?

Improvement Comments

1. The ability to spend more individualized time with each student.
- an employee in Schlather Intern
2. I feel like the kids, staff and administration do not appreciate the job of the Nutrition worker. This position is very demanding , fast paced and can be hard to learn. And clearly this position doesn't get paid enough in my opinion.
- an employee in Schlather Intern
3. Feeling disrespected and irrelevant.
- an employee in Schlather Intern
4. The new fine arts rotation that's been implemented at the intermediate level has been detrimental to my orchestra program. I'm lost so much money from just repairs and replacing instrument parts than I've ever had before this year. There's just not much to look forward to when you have to repeat the same lessons month after month especially with students who have their mind made up already about which elective they'd rather be in.
- an employee in Schlather Intern
5. Remote learning.
- an employee in Schlather Intern

Schlather Intern Connect Comments

How does Schertz-Cibolo-Universal City ISD empower you to use your full potential?

Positive Comments

1. I have flexibility to teach my way to ensure my students are successful.
- an employee in Schlather Intern
2. I am given teacher autonomy in my classroom and I am not micromanaged.
- an employee in Schlather Intern
3. They are always encouraging us to do our best and encouraging input and ideas, team collaboration and involvement.
- an employee in Schlather Intern
4. I am not micro-managed. I am listened too.
- an employee in Schlather Intern
5. The "how can I help you attitude."
- an employee in Schlather Intern

Schlather Intern Connect Comments

What gets in the way of you using your full potential at Schertz-Cibolo-Universal City ISD?

Improvement Comments

1. Being in the specials rotation as a librarian limits the tasks I am able to complete and is an obstacle to providing high-quality library services to the school population. With a constant stream of student classes, I am unable to help individual students select books that interest them. I have no open check out time. I do my best to manage the classroom and help students find the books they need.
Teachers are not provided with services such as collaboration on lessons, co-teaching, and providing resources. That has been one positive of remote learning. I have been able to collaborate weekly with teachers and provide online resources.
Collaboration is an important aspect of my job that has been neglected during my 4 years of employment due to scheduling.
Additionally, it is difficult to meet the Proficient level of the Texas Library Standards with the current schedule. My hope is that the district will hire enough specials teachers to allow librarians to be removed from the specials rotation into a flex schedule which is best practice and will provide open, flexible scheduling of classes..http://www.ala.org/aasl/sites/ala.org/aasl/files/content/advocacy/statements/docs/AASL_Scheduling_Position_Statement.pdf.
- an employee in Schlather Intern

Engagement

Align

Perform

Connect

Coach

- Development
- Helpfulness
- Concerns

The Basics

Regional

I love my job because...

Schlather Intern Coach Comments

How does your manager help you learn and grow?

Positive Comments

1. She allows me and trusts me to do my job and offers me guidance when I need and ask for it and asks me for my input instead of just telling me how it is going to be.
- an employee in Schlather Intern
2. Value's input and suggestions, then offers additional insight to broaden my thought processes as it relates to the input.
- an employee in Schlather Intern

Schlather Intern Coach Comments

What could your manager do to better support your learning and growth?

Improvement Comments

1. I believe my manager was new to her position, however if there is one thing I learned about her is that i think she undermines her assistant. There is no real direction and the team never seems to be on the same page together.
- an employee in Schlather Intern
2. DISCIPLINE for students.
- an employee in Schlather Intern
3. Be more personable towards staff. Actions speak louder than words.
- an employee in Schlather Intern

Schlather Intern Coach Comments

How does your manager make it easier to do your job well?

Positive Comments

1. My manager trusts me to do my job without micromanaging me.
- an employee in Schlather Intern
2. They are very positive and have a willing spirit to help.
- an employee in Schlather Intern
3. She trusts my judgement and doesn't always feel like she has to manage every aspect of my job.
- an employee in Schlather Intern
4. Mrs. Ross does a great job. She is very approachable and understanding. She always wants her team members to do their best. She takes our opinions into consideration and makes sure the teachers have what they need to help students be successful. She really cares about teachers and kids at Schlather!
- an employee in Schlather Intern
5. My principal is supportive and always available to listen to any ideas or concerns. She is visible on campus and goes out of her way to make sure students, parents, and all staff know that she is willing to hear their concerns.
- an employee in Schlather Intern

Schlather Intern Coach Comments

How does your manager show they care about your concerns?

Positive Comments

1. They listen and try to help meet my needs.
- an employee in Schlather Intern

Schlather Intern Coach Comments

What would help make you more likely to share concerns with your manager?

Improvement Comments

1. Knowing that something would be done if you actually had a problem.
- an employee in Schlather Intern
2. Management needs to seek out teachers and ask how they are feeling and what they need. It should not always be up to a teacher to go to mgt. to let them know what's going on. If you are visible to your staff and moving around the building often, I think you might pick up on areas that could be looked at before they become a "concern".
- an employee in Schlather Intern

Engagement

Align

Perform

Connect

Coach

The Basics

- Formal training
- Benefits
- Work-life
- Expectations

Regional

I love my job because...

What formal training have you found most valuable?

Positive Comments

1. District sped. p.d.
- an employee in Schlather Intern
2. I feel the training that has been most beneficial is the
CPI annual training.
- an employee in Schlather Intern

Schlather Intern The Basics Comments

What kind of formal training would you value most?

Improvement Comments

1. Time to do it!
- an employee in Schlather Intern
2. Special needs training would be wonderful.
- an employee in Schlather Intern
3. Anything to better me and my peers for dealing with
and handling students' behavior, delicate mental
state, coping mechanisms.
- an employee in Schlather Intern
4. Math interventions.
- an employee in Schlather Intern
5. Technology.
- an employee in Schlather Intern

Schlather Intern The Basics Comments

What change in your benefits package would be most valuable to you?

Improvement Comments

1. More affordable health insurance. Dental and vision plans are great!
- an employee in Schlather Intern
2. Cost
Lower deductibles.
- an employee in Schlather Intern

Schlather Intern The Basics Comments

How does Schertz-Cibolo-Universal City ISD help you balance work and life?

Positive Comments

1. I love getting out at 3pm so I can go pick up my son and have dinner with my family.
- an employee in Schlather Intern
2. Campus level peers/admin are accommodating when personal issues arise. That could mean covering a duty or a class with no problem.
- an employee in Schlather Intern
3. Opportunities to have our kids in the district.
- an employee in Schlather Intern

Schlather Intern The Basics Comments

What makes this job better than you expected when you started?

Positive Comments

1. I am allowed to do my job the way I see fit and how it best suits my personality with minimal intrusion. There is minimal redundancy.
- an employee in Schlather Intern
2. There are so many simple little things everyday that my past district would not allow us to do.
- an employee in Schlather Intern
3. There has been a lot of positive growth in the last 12+ years I've been with SCUC. I do however, feel there is more that the district could do for paraprofessionals. They are stretched thin and wear lots of different hats throughout their day. They work hard for their hourly wage. An hourly wage that can barely support a single person, let alone a single person with children. Maybe sometime in the future, raising their hourly wage might be considered.
- an employee in Schlather Intern

Schlather Intern The Basics Comments

How has this job not met your expectations?

Improvement Comments

1. I did not realize how physically demanding it would be.
- an employee in Schlather Intern
2. Although I was informed that I would be part of the specials rotation when hired, I was not aware that I would not have any open time for me to assist students with checking out books or conducting research or collaborating with teachers.
Also, librarians were not given the 3% raise teachers received. I am a certified classroom teacher.
Currently, I am scheduled at 39 classes per week, every week. Even if I was not part of the rotation, the expectation for a librarian is to teach lessons in collaboration with other teachers. The school librarian position is a teaching position. We should be compensated as such.
- an employee in Schlather Intern

Engagement

Align

Perform

Connect

Coach

The Basics

Regional

I love my job because...

Schlather Intern Regional Comments

How does Schertz-Cibolo-Universal City ISD demonstrate dedication to diversity and inclusiveness?

Positive Comments

1. Student diversity is constantly emphasized with weeks such as the month of the military child.
- an employee in Schlather Intern
2. By providing equal opportunity to all those they serve.
- an employee in Schlather Intern
3. Goals are aligned with ensuring equity.
- an employee in Schlather Intern
4. We have exploded in our population for special education needs and we ensure to the best of our abilities that each of our students have what they need to be successful.
- an employee in Schlather Intern

Engagement

Align

Perform

Connect

Coach

The Basics

Regional

I love my job because...

Schlather Intern I love my job because... Comments

I love my job because:

Positive Comments

1. I have the best administrative team and I love my coworkers and department!
- an employee in Schlather Intern
2. The people I work with have positive attitudes and care about students.
- an employee in Schlather Intern
3. I'm trusted in what I do everyday by my principal.
- an employee in Schlather Intern
4. I love working for Principal Yvette Ross, she is a great mentor and leader. I enjoy teaching the students and helping to foster their growth and love for learning. SCUCISD is a great community to work in and help others and myself grow.
- an employee in Schlather Intern
5. All the kids I get to see!
- an employee in Schlather Intern
6. I feel truly appreciated by my coworkers and supervisors. I love the creativity and "aha" moments the students have. I love that I am allowed to dress up as characters to be more engaging for the students. I love going to work, because I have amazing coworkers and students.
- an employee in Schlather Intern
7. I am not overwhelmed with redundant pointless tasks. The attitude of administration is "how can I help".
- an employee in Schlather Intern
8. I feel appreciated and supported.
- an employee in Schlather Intern
9. I love to help and assist children, especially those who are unable to help themselves. I love my job because I help students achieve goals that are hard, and I get to celebrate their accomplishments and achievements with them. I love my job because there is a lot of positive energy at my school and my work family is fantastic!
- an employee in Schlather Intern
10. It's my dream job. I have an administration and coworkers that support me personally as well as professionally. My admin doesn't micromanage me.
- an employee in Schlather Intern



Energage™ is a culture technology company that helps you realize the full potential of your workforce by building a stronger culture and connections across the organization – with speed and at scale. Our CultureTech platform combines more than a decade of Top Workplaces™ research, neuroscience principles, expert guidance, and a patented approach to survey insights to give you clear next steps for an employee-centric approach to success. With higher employee engagement levels and intentional cultures, Energage customers are reducing turnover costs, increasing productivity, and improving teamwork.

This report was generated using a survey insight reporting system and method covered by U.S. patent #10,055,701 as well as one or more pending U.S. and global patent applications.



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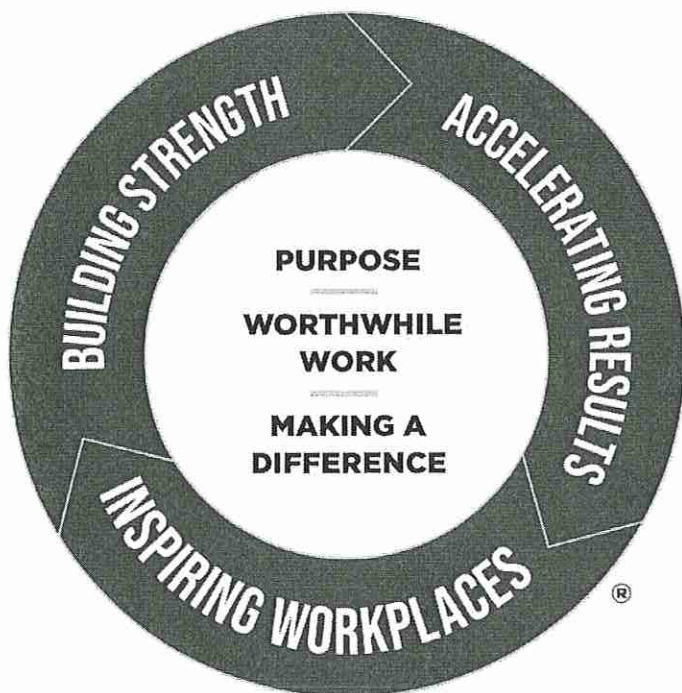
Student Engagement Survey

2020 Results Report

Schertz-Cibolo-Universal City ISD



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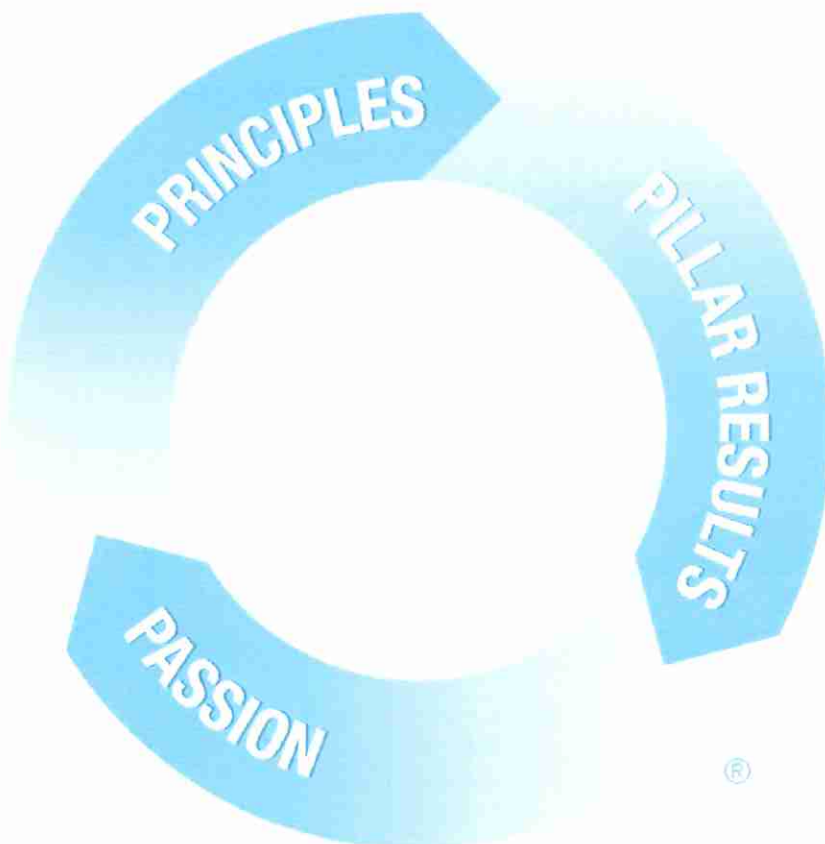
Elaine S. Schlather Intermediate School

	2017	2018	2019	2020
1. My learning is important at my school.	4.16	4.13	4.26	4.38
2. Special area classes such as art, music and P.E. add to my school experience.	3.85	3.88	3.84	4.00
3. The teachers, staff, and administrators at my school demonstrate genuine concern for me.	3.45	3.38	3.80	4.04
4. I feel safe at school.	3.47	3.50	3.69	3.79
5. School rules/disciplines plans are enforced consistently at my school.	2.83	3.02	3.16	3.46
6. My school is clean and well maintained.	3.38	3.32	3.46	3.43
7. The principal at my school is an effective leader.	4.12	4.22	4.41	4.56
8. I feel safe on the bus (only answer if you ride the bus).	3.04	3.01	3.29	3.48
9. I am satisfied with the healthy food choices provided by Food Services.	3.16	3.18	3.45	3.54
10. When I have a problem, I know how to get help.	3.55	3.65	3.81	3.97
11. I set learning goals and track my progress.	3.18	3.29	3.20	3.40
12. My teachers challenge me to think.	3.70	3.79	3.81	4.08
13. My teachers ask me how I learn best.	2.83	3.12	3.22	3.30
14. I am recognized for good work and behavior at my school.	3.38	3.57	3.63	3.83
15. Students at this school are respectful of each other.	2.50	2.23	2.77	2.91
16. I would recommend my school to others.	2.74	2.80	2.94	3.33
17. School is fun.	2.76	2.75	2.93	3.38

Parent Satisfaction Survey

2020 Results Report

Schertz-Cibolo-Universal City Independent School District



Appendix 3

Elaine S Schlather Intermediate School

	2017	2018	2019	2020
1. My child's learning is a high priority at this school.	4.34	4.36	4.24	4.28
2. School rules/discipline plans are enforced consistently at this school.	4.16	4.14	3.84	3.85
3. I regularly receive feedback from school staff on how well my child is learning.	3.76	3.90	3.66	3.28
4. My family is treated with respect at this school.	4.38	4.50	4.31	4.20
5. My child has every opportunity to be successful at this school.	4.31	4.33	4.19	3.94
6. My child has the necessary classroom supplies and equipment for effective learning.	4.29	4.42	4.21	4.09
7. I would recommend this school to other parents.	4.29	4.35	4.18	3.92
8. This school provides a safe environment for my child to learn.	4.33	4.43	4.13	4.11
9. My child is recognized for good work and behavior at this school.	4.10	4.20	4.02	3.80
10. The school is clean and well maintained.	4.51	4.55	4.45	4.28
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.21	4.33	4.03	3.91
12. I am proud to say I have a child at this school.	4.28	4.35	4.17	3.95
13. I receive positive phone calls, notes, or e-mails about my child from the school.	3.64	3.72	3.68	3.57
14. The principal at this school is approachable and reachable.	4.27	4.28	4.17	4.05
15. The principal at this school is an effective leader.	4.27	4.35	4.14	4.00
16. The Superintendent is an effective leader.	3.98	3.98	3.83	3.66
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	3.97	3.97	3.77	3.54
Benchmark Mean (Items 1-17)	4.19	4.25	4.06	3.91
18. I am satisfied with the Fine Arts programs in the school district.	4.07	4.26	3.99	3.71
19. I am satisfied with the wellness and PE programs in the school district.	4.02	4.14	4.04	3.68
20. I am satisfied with the second language programs in the school district.	3.82	3.79	3.87	3.16
21. I am satisfied with the career and tech programs in the school district.	3.87	3.88	4.01	3.49
22. I am satisfied with the gifted and talented programs in the school district.	3.80	3.87	3.79	3.14
23. I am satisfied with the use of technology in the school district.	4.00	4.14	3.93	3.75
24. I am satisfied with community and parent involvement in the school district.	4.05	4.05	4.01	3.67
25. The School District provides safe transportation for my child.	4.01	4.10	3.76	3.79
26. My child felt welcomed by teachers, staff and students in this school when our family moved into this area.	4.29	4.39	4.07	3.93

Appendix 3

27. My family and I felt supported in our transition to SCUC ISD schools.	4.26	4.30	4.04	3.94
28. My child is aware of school staff who are able to help them.	4.28	4.45	4.17	4.03

Appendix 3

This document represents the Comments Results Report for the current survey administration. Verbatim comments are displayed by school location, and grouped by the three survey questions:

- What is working well at your child's school?
- What areas at your child's school could be improved?
- Is there anyone at your child's school that you would like to recognize for good work?

When no comments are listed, then there were no comments for the location.

Elaine S. Schlather Intermediate School

What is working well at your child's school?

What is working well at your child's school?

Communication is phenomenal! We are well informed. And I truly appreciate it.

Everything

Everything! A lot of good attitudes and motivation

My child enjoys most of her classes and she has fun learning.

Love the principal.

Response to Intervention, After School Clubs, and Tutoring.

Very accommodating with 504 testing support.

I don't see much that isn't working at this school and am VERY impressed with the way the admin handle all types of problems. The front office staff are a delight and you can tell all teachers throughout the school CARE (even on the bad days). Communication has been excellent.

Great teachers, administrators and staff who want to be their best

On-line grade tracking

The communication between parent/teacher is great. My child was absent for a week and I was able to communicate with her teachers to get her on track.

My child works better in classes where communication is made by the teachers to us as parents. We are aware of goals and assignments in class making it easier for expectations to be set and worked towards.

Thursday folders are well.

The constant feedback and weekly updates.

Weekly communication from teachers.

Appendix 3

overall curriculum, order and procedures at school seem to work well. My child adjusted fairly well after several years in schools overseas.

The principal is very good as are SOME of the teachers - both are way better then when at Sippel, WAY better.

The Fine Arts, PE, and other non core classes are very well.

The vice principal is very good at communicating and problem solving.

Lunch room procedures are organized, there is ample time between classes and teachers are very helpful and welcoming of new students.

The club activities seem to be beneficial. I love the band program and all that Mrs. Bryan puts into it.

Teachers work together to create a positive learning environment for my child. She loves all of the adults in the school and enjoys her classes, and rotations.

Nothing

The communication between the school and the principal/ teachers is really good.

The band department is simply incredible.

My child is happy to go to this school.

The teacher involvement in student success is great, they work very hard to make sure kids have every opportunity to grow which is fantastic.

Many things, the teachers have a genuine concern for educating the children. Fine arts program is great with orchestra, band, choir and art opportunity.

The band programs are very high performing, but the other fine arts are severely lacking.

When my other child went here a few years ago, I thought the school was great but now, it's even better! The principal is amazing!

What areas at your child's school could be improved?

What areas at your child's school could be improved?

Probably, technology and accessibility to textbooks. Most teachers require their students to keep their textbooks in school to prevent the kids from losing their books. And I understand that. However, it would be helpful when our kids need their textbooks as resource too.

Communication from teachers on what my son is watching at school. He told me he watches CNN10 for students - 10 min shorts about news, events, and other topics. I am not a fan of CNN news and it's pretty well known their media information is extremely biased, with strong socialist views. I'm concerned for my sons exposure to this because CNN biased views can easily influence children to believe anything they say, whether it's rumor, anti-constitutional, anti-Christian, and political hate/division. My son and children his young age will take what they say as fact. It's well known that CNN opinions/views are against the overwhelming opinions/views Texas have and believe in. What also can improve is the front desk/receptionist/secretary customer service. I find the lady who wears glasses and has very short hair,

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sitting at the front desk at the school main entrance is extremely rude, shows no regard and lacks courtesy. My personal experience with her is when visited the campus to sign out my son for a doctors appt, I logged in my and son's info on the sign out sheet and stood there waiting for her to acknowledge me. She was having an active conversation with a group of 3 female staff members. She did not end her conversation with me to assist me. She carried on and I waited. I waited for about 3 mins before she said anything to me. I found this behavior alarming and disrespectful.

Students behavior in the hallways too much PDA and in bathrooms. Kids bullying is excessive and teachers not being consistent the system is broken at Dobie too many teachers working for a paycheck and not loving what they do.

Social studies teacher Ms. Hinze needs to be more considerate with her students and not so harsh. PE classes need to be more fun and let students run more and use their energy.

Send home what the kids are studying before the test so we as parents can reinforce. I don't have a clue any given day what my child is learning. Nothing comes home.

The communication with the teachers when your child is declining and doing well. The line of traffic getting off the property in the AM and PM

I can't think of any areas requiring improvement.

Communication between parents and teachers. We e-mailed several of the teachers, and they either communicated initially but then stopped or did not reply at all. We were told by these teachers that e-mail is the best mode of communication, but that proved to be incorrect. Though we have ParentConnect, if the student is doing poorly in class or has shown a drastic change in grades, we feel the teachers should reach out directly to the parents to discuss the reason for the changes.

This is beyond their control but smaller class sizes.

I would like the children to have paper copies of the textbooks available. It's difficult to access the online text

Communication from teachers to parent

There is always room for improvement but this school and staff are working diligently to be better and make our kids better!

Communication with parents who actually want to be involved with their children's education.

More consistent communication from all teachers.

The number of students per class is ridiculous. Also the cleanliness of the bathrooms. My child comes home every day saying how gross the bathrooms are

I wish the school would decide to either treat 5th graders like junior high or like a transitional grade. No class parties, no Valentine's day activities or anything fun in class. We never received letters from teachers on what our child is working on. The school fundraiser was not communicated what the funds were meant for. The kids could use other outdoor activities during recess time. Parents opinions were not asked for on what to do with the money. Very poor communication with how it has been handled. When a child's behavior and grades have changed then teachers should reach out to parents. When there are new students to the school district then something should be in place for a easier transition (not just it will take time) 5th grade is a hard age to make friends when you move to a new area. Help support them.

The new rule about no pda is too harsh. Kids can't even hug their friends at recess or they will get yelled at and referred to admin

None as of now

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There are too many channels for information....remind, google classroom, email, text, website (often not up to date), txconnect. I struggle to keep up with it all and often find out my child has missed or failed an assignment weeks afterward, when he has no chance to make it up or retest. The military liaisons for the district are difficult or impossible to reach. I tried several times during our transition from overseas and was not given much help, or a call back.

The taking away of the ability to touch (the students were first told no high fives or hug or fist bump then told they could not touch at all and if they trip and fall and teach out to stop their fall and touch someone while doing that they had better hope its caught on tape so they can prove it or they will be suspended) is taking away one the most basic of human interaction and feeling. And yes I understand the need to get the kids to their classes on time and yes I also understand that there is inappropriate touching but perhaps addressing those specific situations instead of trying to eliminate it all together.

Teacher care about grades and communication earlier then right before testing ability to parent conference sooner figuring out ways to help a child succeed not all children learn the same and a little more patience and alot more communication would work better

Cleanliness and mechanical issues with the bathrooms. There is a strong odor that perpetuates the bathrooms. They also can be quite messy. There are bathrooms for which the stalls do not lock.

Bullying is still a problem and students being singled out for differences. I wish there was more time to help the kids build friendships. A kid with a good friend is a happy, and more well adjusted child. Therefore, the student is then happier to be at school and more willing to learn.

More feedback from teachers on student progress (Monthly?, Bi-Monthly)

Everywhere

In learning a second language (for us a third). It is a shame that Spanish cannot be taught in a rhythm like PE and arts and that you have to wait till Highschool that your child learns another language. My kids speak German fluently so they won't be screwed like the other kids but it is sad that you cannot incorporate Spanish in your school system.

I do not have confidence in many of the teachers' abilities. One would hope at this grade level that instructors would have some combination of intuitive teaching and an overall effectiveness in the chosen profession. That has not been the case. Both years at Schlather have been marked by disappointingly poor science instruction.

Communication is very lacking. The weekly emails are just attachments. There isn't a newsletter or anything from the administration to go with it. My child's teacher do not communicate in any manner. When we see issues, we have to reach out to them. My daughter got a really bad grade and we encouraged her to speak with Mrs. Schuld about it. The response she received was that my child would have to look it over when it was sent home. That is not productive or helping a child learn!

I would like to see a much stronger nutrition and wellness curriculum integrated into the school, through lunches, transportation, in core materials, etc. Mainly on nutrition and active transportation options, as well as some sort of early sex ed for at least the 6th graders. There also could be improvement to the STEM offerings for 6th graders. I have a very STEM-engaged student who was not able to get into robotics or STEM club despite being one of the first to fill out his extracurricular form. I have noticed a dramatic loss in interest in school because he is no longer being challenged/engaged in those areas.

Need sports programs and longer lunch times

I think that more effort could be placed on ensuring that problematic students are handled, there seems to be a lot of drama that distracts from the classroom environment.

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There are many students who can't control their words and anger. I know it's hard on staff to deal with these issues, but it makes learned hard when this issues arise. Not sure if these students need to be separated or just more staff for co-teaching.

More Band programs, not less.

A lot of favoritism in club/extracurricular choices exclude and discourage students from their interests due to very limited spaces in high interest clubs like STEM and robotics. Students are treated like a number at this school and get lost easily in the system of managing such a large population of 5th and 6th graders, which makes it difficult to get noticed for positive behavior and good work. Bullying at the school is a concern and seems to be very common. Some teachers seem to be overwhelmed and communicate general content through mass messaging, but do not provide individual student feedback.

Is there anyone at your child's school that you would like to recognize for good work?

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The CVE PTC President and a substitute teacher, Mrs. Amy Trifilio. I think she is amazing! She's one the most hard working individual who goes beyond her responsibilities to the School, to the Students and the Community. I am blown away with her energy and enthusiasm even when she was at her third trimester and post pregnancy. She's well loved and appreciated on Campus.

With kids at home for now during the covid19 outbreak, my sons homeroom teacher Mindy Rice has been such a supportive and patient person.

All of the staff are awesome

Yes, Mrs. Stein for being a great teacher with amazing curriculum that keeps children involved.

I Love Mrs. green. She makes my child feel loved

Mrs. Headley

Ms. Pate is kind to our daughter and communicated well with us.

Everyone! A few in particular stand out: Mrs. Jader. She is just a lovely human. She has further nurtured my child's love of reading and learning from that. She always has a smile on her face and I have seen her do amazing things with some difficult students. She's always willing to help anyone who needs it. Mrs. Crowley, Mrs. Crank, Mrs. Freeman and Mrs. Martin who helped our military child have a seamless transition. Their knowledge and friendliness really helped out entire family feel comfortable. Mrs. Ross and Mr. Peters who work tirelessly to make sure that our children are safe and cared for and feel like they matter. They handle behavior issues far better than I have seen at any school we have been a part of in the past. They are helpful and communicate well. I very much wish admin was like this at all schools in the district!

Mrs. Bryan Mr. Marbach and Ms. Hall

The principal, vice principal staff and everyone who works so hard at this school to make our children better. I'm so sad it is my child's last year at this school.

My son was out for a week for the flu, I reached out to all of his teachers and only heard back from two. Understandably the teachers are busy but in order to keep my son from falling behind I took the initiative

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and to only get feedback from 2 out of 7 I feel is unacceptable.

My child's band instructor is awesome!

We think Mr. Nickells is an amazing teacher and very happy our child was in his class. Also really please with Mrs. Green.

Mrs. Rice, Mrs. Ruvalcaba, and Mrs. Webb are an exceptional team. The entire staff is always friendly when I interact with any of them.

All the teachers and principals

Principal Ross went above and beyond helping us in our transition from overseas to enrolling at Schlather Intermediate. She was very approachable and helpful.

Mrs. Ross & Mrs. Williams both go above and beyond especially in making the kids feel seen, heard & respected.

Mrs. Wallace, Mrs. Lemley, and Mrs. Williams

Mr. Peters he is amazing and goes out of his way to help.

Mrs. Jara because she goes very in depth to the math structure. She also is very helpful in teaching students that do not understand the material.

Mrs. Bryan is fabulous! She is excellent at communication, organization and instilling a love of music in her students. She is a gem!! Treasure her!!

Mrs. Wallace, and Mr. Brumgard do a fantastic job everyday!!

Nobody

All the teachers in general since everyone is giving their best.

While math can be difficult to make enjoyable, Mr. Marbach has figured it out. Our student has so enjoyed his honors math class. Ms. Headly is also an incredible teacher with genuine concern for students and is effective in establishing a love of literature.

None

Mr. Peters carries a lot of the load with regards to mentoring students. He is an active listener and is highly involved with the children. He is a positive influence for these developing minds. We need more educators like him!

Mr. Sutherline, Mr. Rodriguez, Mrs. Munstertieger, Mrs. Hall

Stephanie Bryan