

**Seguin Independent School District
Ball Early Childhood Center
2022-2023 Campus Improvement Plan**



Mission Statement

To provide a foundation for learners to become leaders in a safe environment.

Vision

Inspire all to play, love, learn.

Value Statement

We believe Seguin ISD is at its best when:

All students are successful
All students are prepared for life after graduation
All schools provide a caring and safe environment

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Comprehensive Needs Assessment

Revised/Approved: June 9, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

The Ball Early Childhood Center began the comprehensive needs assessment for the 2022-2023 school year on Monday April 4th. The current CNA was distributed and directions given to SBDM team lead to discuss with their teams following the CNA/Study Team Process-brainstorm, do homework, review/ root cause analysis and plan. The SBDM committee then met and followed the CNA/Study Team process for each area listed below:

1. Demographics
2. Student Achievement
3. Perceptions
4. Processes and Programs

Timeline:

May the SBDM committee met to Refine & Root Cause Analysis to review data and conduct root cause analysis to help refine problem/need statements.

June the SBDM committee met to finalize the problem statements, enter summary statements, problem statements and root causes. The SBDM committee then voted to approve the CNA

August the teachers and staff will review a mission and vision statement and began reviewing and analyzing data from the 21-22 school year.

- SBDM committee will be formed in early August to include teachers, campus admin, community members, parents and a central office support staff member.

Meetings of the SBDM will continue to be held, throughout the school year, to help identify any new needs, create problem statements and determine root causes.

This needs assessment will help with designing and implementing the campus improvement plan.

Demographics

Demographics Summary

W.B. Ball Early Childhood Center is the only Prekindergarten campus for all of Seguin ISD and the campus serves approximately 363 students (up from 2021

Ball ECC offers programs for qualifying students in Prek 3 and PreK 4, Head Start, and ECSE classes. Ball offers One Way-Dual Language to Spanish speaking, PreK 3 and 4 students.

The ethnic breakdown has remained relatively steady at Ball. The ethnic breakdown is the following:

- 81 % Hispanic,
- 10.2 % White
- 3.0% African American
- 0.0 % Asian
- 0.4% Pacific Islander,
- 0.0% American Indian
- 4.9 % Two or More races.

Ball ECC has approximately;

- 93.4 % Economically disadvantaged students,
- 6.6% Non educationally disadvantaged
- 17.7% English Language Learners
- 50% At risk
- 14.6% Special education,
- 1.9% Immigrant
- 0.0% Migrant
- 0.9% Military
- 2.2% Foster
- 1.8% Homeless

The teacher demographics; 50.1% Hispanic 49.9% White. Teachers with Masters Degree 11.2% Teachers with Bachelors Degree 88.8%

Ball ECC, maintains a 1:11 adult to student ratio in all classrooms by placing paraprofessional staff in each classroom.

Demographics Strengths

The demographics of Ball ECC have remained relatively consistent.

The 1:10 ratio is maintained

Student Learning

Student Learning Summary

For the 2020-2021 School Year, CLI Engage from the Children's Learning Institute at The University of Texas, is the recommended Prekindergarten assessment by the commissioner of Education of Texas.

Ball ECC assessed students in the Prek 4 and ECSE students using the CLI Instrument 3 times (BOY< MOY< EOY) during the school year. The following scores were reported.

Measure	On Track
Rapid Letter naming	74%
Rapid Vocabulary	73%
Overall Phonological Awareness	85%
	75%
Syllabication	
Onset-Rime	87%
Alliteration	58%
Rhyming	68%
Overall Math Measure	87%
Rote counting	69%
Shape naming	81%
Number Discrimination	83%
Number Naming	78%
Shape discrimination	87%
Counting Sets	84%
Operations	58%
Letter Sound correspondence	88%
Story Retell and Comprehension	94%
Book and Print Knowledge	90%
Early Writing Scores	95%
Social And Emotional Learning	85%

Student Learning Strengths

85% of our pre K 4 students are on track in Phonological Awareness /88% of our bilingual Pre K 4 are on track

- Consistent phonemic awareness occurred during Message Board
- Explicit phonemic awareness professional development was provided to teachers during the 2020-2021 school year

87% of our Pre K 4 students are on track in Math/95% of our bilingual PreK 4 are on track

- Math intervention groups

95% of our Pre k 4 students are on track in Early Writing/84%of our bilingual PreK 4 are on track

- Writing is provided in every work station.
- Journal writing is part of lesson plan.

85% of our Pre K 4 students are on track in Social and Emotional Learning/93% of our bilingual Pre K 4 students are on track

- Social skills lessons in every classroom-positive action
- Social stories
- guidance Lessons from a full time counselor

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 14% of our Pre k 4 students are not on track in math, especially in the area of rote counting and operations. **Root Cause:** Lack of appropriate time in master schedule. Lack of consistent math strategies.

Problem Statement 2 (Prioritized): 14% of our students are not kinder ready in pre-reading skills. **Root Cause:** Explicit, targeted interventions are not in place.

Problem Statement 3 (Prioritized): 15% of our Pre K 4 students are not on track in social emotional learning. **Root Cause:** 75% of pre k 4 students did not attend pre k 3 setting due to the pandemic. Developmental delays that require targeted interventions. Lack of structured social learning and expectations.

Problem Statement 4 (Prioritized): Attendance still a concern at the Pre K level. **Root Cause:** parents lack of knowledge of how to develop home routines and the importance of school attendance. Pre k is not a compulsory attendance grade, so parents do not understand the importance of daily attendance. COVID 19 has still played a factor in low attendance.

School Processes & Programs

School Processes & Programs Summary

The campus will serve PreK 3 and 4 eligible students full day in 2022-2023 school year. The ECSE 4 year olds are served full day, while the ECSE 3year olds are served in a half day program

The campus will be part of the District Initiative LIINK program and implement four recesses a day in the master schedule.

The campus will use Three Cheers and modified Highscope Philosophy as a focus for instruction.

The campus will continue to use Conscious Discipline Program/PBIS-Champs in every classroom to develop social and emotional skills and promote school wide, systematic language across the campus

The campus will designate a staff member to serve as the SEL representative and serve on the district committee.

The campus will define and implement the RTI process on campus and meet at end of each 4 weeks.

The campus PLCs are formed and implemented every week for 60 min outside of planning time.

The campus will continue to use the Seesaw platform as a communication tool with parents and community.

The campus will continue to use Imagine Math, ABC Mouse and My On as part of the district technology support for students. Bilingual Students also use Paso, a Paso and le Con Angel

Special populations are currently being served in ECSE, Dual Language and ESL classrooms.

New teachers to the profession are paired with mentors and the district provides training.

The Guiding Coalition-ILT Team will meet weekly to help drive campus decisions and processes to help make campus decisions more of a collaborative effort.

The Family Partnership Action Team will meet once a month to plan family events for the school calendar

The Celebration Team will meet once a month to plan celebrations and improve school culture.

The SEL/PBIS Team will meet once a month to plan for Social and Emotional Learning and Behavior Expectations of the campus.

School Processes & Programs Strengths

Bilingual students are now being served in a researched based, Dual Language program that has proven successful for English learners (Els).

The Guiding Coalition has helped teachers become more proactive in the decision making process for the campus.

Collaborative conference times/PLC times have given teams a common planning time in order to collaborate and support the PLC process.

The RTI monthly process has helped teachers monitor student achievement or the lack of.

Staff shout outs, monthly staff and teacher recognition have proven beneficial for teachers and staff members to celebrate each other and promote a collaborative environment.

The implementation of conscious discipline has created a brain-based social-emotional learning that has built resilience in our students, teachers and school (School Family)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students who are in classrooms with extreme, disruptive behavior occurs, struggle more socially and academically **Root Cause:** The RTI and behavior data show that classrooms that have students with extreme, aggressive behavior also have a higher number of students needing tier 2 interventions in academic skills. Teachers are giving more time to social skills and implementing safety measures instead of working on academic intervention strategies. Paraprofessionals need more training on how to manage disruptive behaviors.

Problem Statement 2 (Prioritized): Bilingual classrooms do not have enough iPad to run the simultaneous programs-Le Con Angel, Paso Paso, Imagine math **Root Cause:** There are not enough ipads for classrooms to provide bilingual center rotations.

Problem Statement 3 (Prioritized): The para-professionals are needing additional training in academic strategies and behavior strategies. **Root Cause:** The para are with students more than teachers. They are not given opportunities for training. they are hourly employees and can not attend after school training.

Problem Statement 4 (Prioritized): Teachers are needing more strategies to support students in tiered behaviors. **Root Cause:** Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Perceptions

Perceptions Summary

Ball ECC is a high quality prek program with Certified teachers in all classrooms.

Based on various campus wide events that showcase students success and participating in student learning, parents have a generally positive experience with Ball Early Childhood Center. Teachers, administration and other staff members strive to make the transition to school as positive as possible. The campus embraces a strong family environment with Hug-a-Bear events, holiday and multicultural parades, coffee with principal, frequent parent conferences, text messages and phone calls, call-outs and social media.

Ball ECC offers a variety of parent education courses, monthly planned by a campus social worker and two family specialists. PAC (Parent Advisory Committee) meetings are held monthly to allow parents to discuss concerns and talk with the campus principal about needs of campus families.

Ball ECC partners with a grant program; CCSCT-Head Start. Head Start offers 110 local preK eligible students additional family support.

Student attendance rate was 91.6% for the 2020-2021 school year.

Perceptions Strengths

Various campus programs are available to eligible students (Head Start, ECSE, Full Day 4 year old program)

Parents have multiple ways to communicate with campus staff to ensure that their child's needs are being met.

Support for families is provided by the social worker and two family specialists. .

Counselor supports students and families in a very positive and meaningful way.

Monthly parent courses are available to support families transition into Seguin ISD and understand available community programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance rate needs to increase. **Root Cause:** Parents lack knowledge of how to develop home routines, and the importance of school attendance. PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance.. Transportation is also a factor in that parents do not access school transportation. COVID 19 played a factor in low attendance-students in quarantine.

Problem Statement 2 (Prioritized): Parents need more specific monthly training that relate to the needs of their families. **Root Cause:** Limited knowledge of parent's specific needs and need for more understanding of available community resources by social worker and family specialists.

Problem Statement 3 (Prioritized): Increase opportunities for families to participate in authentic events that impacts their involvement in their child's education. **Root Cause:** Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge.

Problem Statement 4 (Prioritized): Based on community input some of our community sees Ball Early Childhood Center as a daycare in the community and not a highly qualified Pre K School within the Seguin ISD. **Root Cause:** We need to tell our story better. We are a high quality pre k program with certified teachers in each classroom.

Priority Problem Statements

Problem Statement 1: 14% of our Pre k 4 students are not on track in math, especially in the area of rote counting and operations.

Root Cause 1: Lack of appropriate time in master schedule. Lack of consistent math strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 14% of our students are not kinder ready in pre-reading skills.

Root Cause 2: Explicit, targeted interventions are not in place.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 15% of our Pre K 4 students are not on track in social emotional learning.

Root Cause 3: 75% of pre k 4 students did not attend pre k 3 setting due to the pandemic. Developmental delays that require targeted interventions. Lack of structured social learning and expectations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance still a concern at the Pre K level.

Root Cause 4: parents lack of knowledge of how to develop home routines and the importance of school attendance. Pre k is not a compulsory attendance grade, so parents do not understand the importance of daily attendance. COVID 19 has still played a factor in low attendance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students who are in classrooms with extreme, disruptive behavior occurs, struggle more socially and academically

Root Cause 5: The RTI and behavior data show that classrooms that have students with extreme, aggressive behavior also have a higher number of students needing tier 2 interventions in academic skills. Teachers are giving more time to social skills and implementing safety measures instead of working on academic intervention strategies. Paraprofessionals need more training on how to manage disruptive behaviors.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Bilingual classrooms do not have enough iPad to run the simultaneous programs-Le Con Angel, Paso Paso, Imagine math

Root Cause 6: There are not enough ipads for classrooms to provide bilingual center rotations.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The para-professionals are needing additional training in academic strategies and behavior strategies.

Root Cause 7: The para are with students more than teachers. They are not given opportunities for training. they are hourly employees and can not attend after school training.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers are needing more strategies to support students in tiered behaviors.

Root Cause 8: Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Attendance rate needs to increase.

Root Cause 9: Parents lack knowledge of how to develop home routines, and the importance of school attendance. PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance.. Transportation is also a factor in that parents do not access school transportation. COVID 19 played a factor in low attendance- students in quarantine.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Parents need more specific monthly training that relate to the needs of their families.

Root Cause 10: Limited knowledge of parent's specific needs and need for more understanding of available community resources by social worker and family specialists.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Increase opportunities for families to participate in authentic events that impacts their involvement in their child's education.

Root Cause 11: Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Based on community input some of our community sees Ball Early Childhood Center as a daycare in the community and not a highly qualified Pre K School within the Seguin ISD.

Root Cause 12: We need to tell our story better. We are a high quality pre k program with certified teachers in each classroom.

Problem Statement 12 Areas: Perceptions

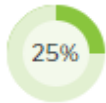
Goals



Goal 1: Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Phonological Awareness 88%, and Overall Writing 88%



Performance Objective 1: Teaching and Learning: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Phonological Awareness 88%, and Overall Writing 88%


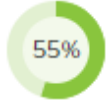
High Priority






Evaluation Data Sources: ESGI Formative Assessments, CLI BOY and EOY, Progress monitoring , RTI Monthly Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.</p> <p>Strategy's Expected Result/Impact: Utilize PLCs on campus to increase overall phonological awareness score to 88%, and writing at 88% on track for kinder readiness , according to CLI.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>25%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers and paraprofessionals will participate in targeted professional development opportunities to improve classroom instruction and improve growth in kinder readiness goals as identified in the prekindergarten guidelines and the campus needs assessment.</p> <p>Strategy's Expected Result/Impact: Increase understanding and utilization of Prek guidelines and social / emotional skills, through targeted professional development. This will then increase students' overall Phonological Awareness to 88% , and Writing to 88% .</p> <p>Staff Responsible for Monitoring: Principal Assistant principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 Title I - 211.13.00.101.3.24.000.6299 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide intervention support for emergent literacy and kindergarten readiness.</p> <p>Strategy's Expected Result/Impact: By utilizing two classroom teaching assistants, Ball ECC will increase our overall phonemic awareness score to 88%.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Ball ECC principal and assistant principal will participate in targeted professional development opportunities and other public school visits to increase leadership effectiveness and teacher capacity to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Participate in professional development for the campus principal and assistant principal to improve overall readiness in phonological awareness to 88% and Math to 88%, and writing to 88% according to CLI.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: TTESS for Early childhood Administrators-Region 20 - 211 Title I - 211.13.00.101.3.24.000.6239 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, including social and emotional development, as outlined in the State of Texas, Prekindergarten Guidelines.</p> <p>Strategy's Expected Result/Impact: Utilize new state curriculum Three cheers, centers, Conscious Discipline and Link Positive Action to increase social/emotional development and kindergarten readiness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Canciones Infantiles Spanish nursery Rhymes Songs Bundle 1 and 2 licenses (4) - 211 Title I - 211.11.00.101.3.24.000.6399 - \$126.18</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: ECSE teachers ,Dual certified special education teachers and General Ed teachers at Ball ECC will Participate in developmentally appropriate PD to support the various learning needs of our students.</p> <p>Strategy's Expected Result/Impact: Participate in PD to support students who are non verbal, who have Autism or have behavior issues linked to developmental delays.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Ball ECC will provide resources needed for teachers to meet the specific needs of at risk students and intervention support.</p> <p>Strategy's Expected Result/Impact: Ball ECC will increase our overall emergent literacy percentage from 86% to 88% to support Kinder readiness as measured by ESGI common formative Assessment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ABC Mouse - 211 Title I - 211.11.00.101.3.24.000.6399 - \$1,000, Learning A-Z - 211 Title I - 211.11.00.101.3.24.000.6399 - \$128</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Ball ECC teachers will use a common formative assessment using the ESGI software to track data from the BOY to the EOY.</p> <p>Strategy's Expected Result/Impact: Student scores will improve overtime.</p> <p>Staff Responsible for Monitoring: Principal Assitant Principal Team Leads</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: ESGI Software-22 - 211 Title I - 211.11.00.101.3.34.000.6399 - \$4,928</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:


Student Learning
<p>Problem Statement 1: 14% of our Pre k 4 students are not on track in math, especially in the area of rote counting and operations. Root Cause: Lack of appropriate time in master schedule. Lack of consistent math strategies.</p>
<p>Problem Statement 2: 14% of our students are not kinder ready in pre-reading skills. Root Cause: Explicit, targeted interventions are not in place.</p>

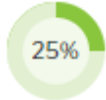
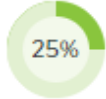




Goal 2: Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Math to 88%

Performance Objective 1: Teaching and Learning: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Math 88%

High Priority

Evaluation Data Sources: ESGI Formative Assessments, CLI BOY and EOY, Progress monitoring , RTI Monthly Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.</p> <p>Strategy's Expected Result/Impact: Utilize PLCs on campus to increase overall math from 86% to 88% on track for kinder readiness , according to CLI.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers and paraprofessionals will participate in targeted professional development opportunities to improve classroom instruction and improve growth in kinder readiness goals as identified in the prekindergarten guidelines and the campus needs assessment.</p> <p>Strategy's Expected Result/Impact: Increase understanding and utilization of Prek guidelines and social / emotional skills, through targeted professional development. This will then increase students' overall Math score to 88%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Leads</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Region Service Center PD - 211 Title I - 211.13.00.101.3.24.000.6239 - \$1,000, Sub for teachers - 211 Title I - 211.11.00.101.3.24.000.6112 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide intervention support for emergent math skills and kindergarten readiness.</p> <p>Strategy's Expected Result/Impact: By utilizing two classroom teaching assistants, Ball ECC will increase our overall math score to 88%.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Classroom Teacher</p> <p>Title I: 2.4, 2.5 Problem Statements: Student Learning 1</p> <p>Funding Sources: Push in tutors - 211 Title I - 211.11.00.101.3.24.000.6118 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



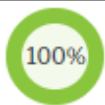
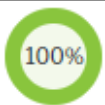
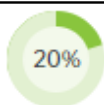
Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 14% of our Pre k 4 students are not on track in math, especially in the area of rote counting and operations. Root Cause: Lack of appropriate time in master schedule. Lack of consistent math strategies.</p>

Goal 3: Ball ECC will increase college and career readiness opportunities.

Performance Objective 1: At the Pre K level , Ball ECC will increase College and Career Readiness by providing instruction and learning opportunities.


Evaluation Data Sources: Social Media visibility and campus opportunities.


Strategy 1 Details	Reviews			
<p>Strategy 1: Ball ECC will support College and Career Readiness by supporting College T-shirt day weekly on Wednesday. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year Pre-K4 students will be able to recognize that there are College and Career opportunities.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers will display their diploma and college pennant Strategy's Expected Result/Impact: Increase awareness of the different Universities teachers attended.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ball ECC will promote career readiness by holding a Career Day. Students will dress as what they want to be when they grow up. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year Pre-K4 students will be able to recognize the many College and Career opportunities. Staff Responsible for Monitoring: Principal Assistant Pincipal Funding Sources: Refreshments for presenters - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6499 - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Ball ECC will promote career readiness by providing learning opportunities and activities in classroom on careers Strategy's Expected Result/Impact: The Early Childhood Curriculum has a unit on careers and this will introduce</p>	Formative			Summative
	Nov	Jan	Mar	June

the awareness of different jobs and opportunities students can have when they grow up.



 No Progress

 Accomplished









 Continue/Modify

 Discontinue

Goal 4: Ball ECC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard

Performance Objective 1: Ball ECC will increase learning opportunities that support the health and well being of all students by addressing safety, fitness, attendance, and emotional support of all student populations.

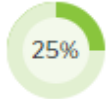






Evaluation Data Sources: Student attendance, climate surveys, employee attendance, homeless, migrant, CLI, participation in school-wide family engagement event.

Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will increase attendance from 91.0% to 93%	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 2 Details	Reviews			
Strategy 2: Ball ECC will implement Sensory Areas and sensory paths outdoors to support brain connections that enable students to complete tasks and react with what is going on around them. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 3 Details	Reviews			
Strategy 3: Hug A Bear Monthly individual students and Class Recognition will be held in the Classroom Environment Acknowledgment of social and emotional recognition will take place through Seesaw and Facebook platforms. Strategy's Expected Result/Impact: Increase social and emotional wellness for all students.	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 4 Details	Reviews			
Strategy 4: Ball ECC will continue offering Music/ART, PE, Technology and STEAM to serve the whole child during a specials block of time. Strategy's Expected Result/Impact: Increase gross motor and fine motor development skills, cognitive development, problem solving and cooperative play. Funding Sources: Materials and Supplies - 211 Title I - \$200	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Ball ECC will improve staff satisfaction as determined by data from staff surveys.

Performance Objective 1: Ball ECC will recruit, retain and engage effective teachers and administrators.









Evaluation Data Sources: Teacher retention information








Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will achieve a turnover rate of less than 5%	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ball ECC will design and implement opportunities to celebrate staff with Teacher/Staff Member of the Month, Kindness Board, Perfect Attendance Awards, Birthday Celebrations, Wellness Wednesday Strategy's Expected Result/Impact: Decrease the amount of teachers that have attendance issues and promote a positive culture of collaboration.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ball ECC will create a monthly team building activity and SEL for Teachers. Strategy's Expected Result/Impact: Decrease the amount of teachers that have attendance issues and promote a positive culture of collaboration. Staff Responsible for Monitoring: Wellness Committee Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Staff surveys will be conducted every nine weeks to have open and honest communication with the administration. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

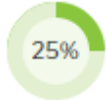





Goal 6: Ball ECC will improve student, staff, parent and community perception as determined by data collected on various surveys.

Performance Objective 1: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families

Evaluation Data Sources: The four academics are held with documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ball ECC will have at least three academic (reading and math) centered parental involvement events for the 22-23 school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Student Bools - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6399 - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC will employ 2 family engagement specialists in order to support families in connecting with the school district, increasing attendance and students' academic performance.</p> <p>Strategy's Expected Result/Impact: Ball ECC will increase the number of parent engagement events and parent participation by surveying parents and their needs. Throughout the year social worker and family specialists will participate in home visits, create community and business partnerships and facilitate monthly calendar committee meetings.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Jointly develop and review the parent - campus compact and parent and family engagement policy through a parent meeting.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents. Parents participate in changing or accepting school policies.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide materials in the parents native language.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Ball ECC will provide parent workshops to include Budgeting in a recession, Helping Students Process change, Gardening, Health, ADHD, Autism Spectrum, Family Stability Inside of Change and Community services. Raffle items will be given away to increase parent participation.</p> <p>Strategy's Expected Result/Impact: Parent Interest survey . Sign in sheets from Parent Workshops</p> <p>Staff Responsible for Monitoring: Principal Social Worker Family Specialist</p> <p>Funding Sources: materials and supplies - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6399 - \$307</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ball ECC will hold a resource fair for parents during the two days of Meet the Teacher at the beginning of school.</p> <p>Strategy's Expected Result/Impact: Increase parent knowledge of resources that are in the community to support families.</p> <p>Staff Responsible for Monitoring: Social Worker Family Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: By providing support for families with the Latino Literacy Project, we will increase the amount of opportunities and capacity for parents to read with their children, focused on the Latino culture and its heritages. The project describes itself as: "The preschool program (I am READY / A!LISTO!) uses age-appropriate books for preschool age kids. Parents learn to read with their children, pose questions and teach school readiness skills to their children. Together parents and kids learn English and Spanish vocabulary. Weave developed parent handouts based on Preschool Standards to make reading and vocabulary fun for both parent and preschooler."</p> <p>Strategy's Expected Result/Impact: Sign in sheets from the workshops. Parent survey at the end of the classes.</p> <p>Staff Responsible for Monitoring: Principal Social Worker Family Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Ball ECC will hold its annual Pre-k color fun run along with a Parent resource Fair.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: The social worker and family specialist will attend professional development opportunities to gain effective techniques to empower parents, students and staff.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Conference Fees - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6299 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Ball ECC will offer a Family Academy night. This event is to support Parents and parenting skills</p> <p>Strategy's Expected Result/Impact: Parents will be more involved in school and their ability to support students at home.</p> <p>Staff Responsible for Monitoring: Principal Assitant Principal Social Worker Counselor</p> <p>Problem Statements: Student Learning 4 - Perceptions 3</p> <p>Funding Sources: Family Academy Snacks - 211 Title I Parental Involvement - 211.61.00.101.3.24.00.6399 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:




Student Learning
<p>Problem Statement 4: Attendance still a concern at the Pre K level. Root Cause: parents lack of knowledge of how to develop home routines and the importance of school attendance. Pre k is not a compulsory attendance grade, so parents do not understand the importance of daily attendance. COVID 19 has still played a factor in low attendance.</p>
Perceptions
<p>Problem Statement 3: Increase opportunities for families to participate in authentic events that impacts their involvement in their child's education. Root Cause: Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge.</p>





Goal 7: Ball ECC will provide the foundation for kinder readiness to support the campuses in SISD to reach the A or B rating.

Performance Objective 1: Ball ECC will support the elementary campuses by engaging in dialogue on the pre kinder students transitioning to kinder.

High Priority

Evaluation Data Sources: CLI EOY Data
Panorama Data
RTI Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre Kinder Teachers will provide a curriculum folder for each four year at the EOY to have updated data on each student.</p> <p>Strategy's Expected Result/Impact: The Kinder teachers will be able to have update information on the students that attended Ball.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC will align the pre kinder report card with the kinder report card.</p> <p>Strategy's Expected Result/Impact: Parents will be familiar with the format of the reporting system for Pre Kinder and Kinder students and it will ease some anxiety.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ball ECC will have transitional meetings at the End of the Year with Elementary Campus Principals. Special Education teachers will hold transitional meetings with Elementary special Education Teachers,</p> <p>Strategy's Expected Result/Impact: Elementary Campuses will have academic and social emotional documentation on incoming kinder students to help support students from the beginning of their kinder year.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Ball Early Childhood Center

Total SCE Funds: \$140,142.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Supplemental instruction for students who are at risk.

Personnel for Ball Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hernandez Rivera, Katherine	Instructional Aide	1
Lamb, McKenna	Instructional Aide	1
Lerma, Vanessa	Instructional Aide	1
Maldonado, Ester	Instructional Aide	1
Spicer, Francie	Instructional Aide	1

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development	211.13.00.101.3.24.000.6299	\$1,000.00
1	1	4	TTESS for Early childhood Administrators-Region 20	211.13.00.101.3.24.000.6239	\$200.00
1	1	5	Canciones Infantiles Spanish nursery Rhymes Songs Bundle 1 and 2 licenses (4)	211.11.00.101.3.24.000.6399	\$126.18
1	1	7	ABC Mouse	211.11.00.101.3.24.000.6399	\$1,000.00
1	1	7	Learning A-Z	211.11.00.101.3.24.000.6399	\$128.00
1	1	8	ESGI Software-22	211.11.00.101.3.34.000.6399	\$4,928.00
2	1	2	Sub for teachers	211.11.00.101.3.24.000.6112	\$1,000.00
2	1	2	Region Service Center PD	211.13.00.101.3.24.000.6239	\$1,000.00
2	1	3	Push in tutors	211.11.00.101.3.24.000.6118	\$10,000.00
4	1	4	Materials and Supplies		\$200.00
Sub-Total					\$19,582.18
Budgeted Fund Source Amount					\$35,750.00
+/- Difference					\$16,167.82
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Refreshments for presenters	211.61.00.101.3.24.000.6499	\$100.00
6	1	1	Student Bools	211.61.00.101.3.24.000.6399	\$350.00
6	1	5	materials and supplies	211.61.00.101.3.24.000.6399	\$307.00
6	1	9	Conference Fees	211.61.00.101.3.24.000.6299	\$1,000.00
6	1	10	Family Academy Snacks	211.61.00.101.3.24.00.6399	\$300.00
Sub-Total					\$2,057.00
Budgeted Fund Source Amount					\$2,057.00
+/- Difference					\$0.00
Grand Total Budgeted					\$37,807.00
Grand Total Spent					\$21,639.18
+/- Difference					\$16,167.82