

Seguin Independent School District

Ball Early Childhood Center

2024-2025 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

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

Needs Assessment Overview

Needs Assessment Overview Summary

The Ball Early Childhood Center began the comprehensive needs assessment for the 2023-2024 school year on April 10th. 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. On May 10th during staff meeting the teachers were dividie into the four areas-Demographics, Student Achievement, Perceptions, Processes. Each group worked in their area to discover Why we do this work? Strengths and problem statements and root causes.

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 22-23 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 High Quality Prekindergarten campus for all of Seguin ISD and the campus serves approximately 435 students (up from 2023).

Ball ECC offers programs for qualifying students in PreK 3 and PreK 4. Special Education with specialized support is offered for students needing specialized instruction. Ball offers a 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:

- **77.6% Hispanic,**
- **17.5% White**
- **2.2% African American**
- **0.6% Asian**
- **0.0% Pacific Islander,**
- **0.5% American Indian**
- **2.0% Two or More races.**

Ball ECC has approximately;

- **96.8% Economically disadvantaged students,**
- **3.2 % Non educationally disadvantaged**
- **19% English Language Learners**
- **60.3% At risk**
- **18.7% Special education,**
- **1.7% Immigrant**
- **0.2% Migrant**
- **3.1% Military**
- **1.5% Foster**
- **1.5% Homeless**

The teacher demographics; 42.6 % Hispanic 57.4% White. Teachers with Masters Degree 22.3%%, 26% of the teachers are Dual certified special education/general education teachers, Teachers with Bachelors Degree 100%, 100% Title 1

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

Demographics Strengths

- * **High Quality Pre K Program**
- * **Biliteracy Award-nationally recognized seal of biliteracy pathway.**
- * **High Quality Inclusion Program with 26% dual certified teachers**
- * **21.1 % of our teachers are ESL or Bilingual**
- * **Mentor program**
- * **Professional Learning Communities established**
- * **High percentage of our staff are Hispanic and represent the population of the school.**
 - **The ration of 1:11 students is maintained and followed.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hiring ECSE and Bilingual teachers **Root Cause:** Bilingual and ECSE certified teachers are a high demanding certifications and we have limited candidates for the openings.

Problem Statement 2 (Prioritized): Projected growth is impacting available space and resource (classrooms, teachers, aides,). **Root Cause:** Seguin Population is growing and schools are being affected by the growth.

Problem Statement 3 (Prioritized): Special education population is increasing every year. Students are not receiving early interventions (0-3) before enrolling in preschool. **Root Cause:** The community is not aware of the Early Intervention Programs (ECI/Child Find) available to Parents.

Student Learning

Student Learning Summary

For the 2023-2024 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 Pre K 4 ECSE students using the CLI Instrument 3 times (BOY< MOY< EOY) during the school year. The following EOY scores were reported.

Measure	On Track English	On Track EB Students
Rapid Letter naming	70.9%	68%
Rapid Vocabulary	73%	80%
Overall Phonological Awareness	87%	84%
Syllabication	79%	86%
Onset-Rime	76%	
Alliteration	54%	72%
Rhyming	63%	86%
Overall Math Measure	88%	95%
Rote counting	84%	82%
Shape naming	88%	86%
Number Discrimination	86%	90%
Number Naming	77%	82%
Shape discrimination	93%	86%
Counting Sets	83%	94%
Operations	74%	66%
Letter Sound correspondence	81%	72%
Story Retell and Comprehension	86%	82%
Book and Print Knowledge	81%	78%

Measure	On Track English	On Track EB Students
Early Writing Scores	87%	86%
Social And Emotional Learning	87%	84%

Student Learning Strengths

87% of our pre K 4 students are on track in Phonological Awareness /84% of our bilingual Pre K 4 are on track

- Consistent phonemic awareness occurred during Message Board
- Explicit phonemic awareness program was used-Heggerty

89% of our Pre K 4 students are on track in Math/92% of our bilingual PreK 4 are on track

- Math intervention groups.
- New systematic math supplemental program was purchased and used by classroom teachers.

87% of our Pre k 4 students are on track in Early Writing/86%of our bilingual PreK 4 are on track

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

87% of our Pre K 4 students are on track in Social and Emotional Learning/84% 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

Students showed growth from BOY to EOY.

Strategies for teaching skills were identified and shared during PLC and RTI.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills. **Root Cause:** Students expressive and receptive language is not on level. Vocabulary is very limited.

Problem Statement 2 (Prioritized): 11% of English speaking students and 3% of EB students not on track in the area of Math. **Root Cause:** Lack of consistent math program.

Problem Statement 3 (Prioritized): 18% of English speakers and 12% of EB students need support in social and emotional learning. **Root Cause:** Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Problem Statement 4 (Prioritized): Students need opportunities to naturally learn science and social studies vocabulary. **Root Cause:** Lack of exposure to outdoor and natural experiences.

Problem Statement 5 (Prioritized): Attendance still a concern at Pre K level. **Root Cause:** Pk is students first experience with school and naturally have weaker immune systems for lack of exposure to others.

School Processes & Programs

School Processes & Programs Summary

The campus will serve PreK 3 and 4 eligible students full day in 2024-2025 school year. The ECSE 4 year old's are served full day, while the ECSE 3year old's are served in a half day program or a full day program depending on their needs.

The campus will use Three Cheers and modified High-scope Philosophy as a focus for instruction.

The campus will continue to use Conscious Discipline Program/PBIS-Champs/Positive Action 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

The campus will define and implement the MTSS process on campus and meets following the district protocols.

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 being served in a researched based, One Way Dual Language program that has proven successful for English learners (EB).

The Instructional Leadership Team (ILT) 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 MTSS 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.

Problem Statement 2 (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 3: There are too many behavior support programs. We need to narrow down and reset. **Root Cause:** The components from each behavior support program that are valuable, some are district initiatives, not appropriate to Prek, so we adopt our own, this we have too many.

Problem Statement 4 (Prioritized): There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors **Root Cause:** There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Problem Statement 5 (Prioritized): Campus expectations for common areas such as ; playground, hallways, specials, cafeteria need precise clarification. **Root Cause:** Teachers have their own rules and expectations and the campus needs to have same, clearly defined expectations for common areas.

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.**
- **Student attendance rate was 91.29% for the 2023-2024 school year.**

Perceptions Strengths

- **Various campus programs are available to eligible students (ECSE, Dual Language One way, 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 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 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.

Problem Statement 2 (Prioritized): Need more opportunities for parents to be involved in activities. **Root Cause:** Parents have been hesitant to volunteer at school.'

Problem Statement 3 (Prioritized): Ball is viewed as a daycare by the community and not a high quality preschool program in SISD. **Root Cause:** When you google day cares Ball ECC is one that is listed.

Problem Statement 4: Low attendance for parent workshops. **Root Cause:** Not enough parent by in. Parents are not making an effort to attend the events.

Priority Problem Statements

Problem Statement 1: Projected growth is impacting available space and resource (classrooms, teachers, aides,).

Root Cause 1: Seguin Population is growing and schools are being affected by the growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special education population is increasing every year. Students are not receiving early interventions (0-3) before enrolling in preschool.

Root Cause 2: The community is not aware of the Early Intervention Programs (ECI/Child Find) available to Parents.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills.

Root Cause 3: Students expressive and receptive language is not on level. Vocabulary is very limited.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 11% of English speaking students and 3% of EB students not on track in the area of Math.

Root Cause 4: Lack of consistent math program.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 18% of English speakers and 12% of EB students need support in social and emotional learning.

Root Cause 5: Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students need opportunities to naturally learn science and social studies vocabulary.

Root Cause 6: Lack of exposure to outdoor and natural experiences.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Attendance still a concern at Pre K level.

Root Cause 7: Pk is students first experience with school and naturally have weaker immune systems for lack of exposure to others.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students who are in classrooms with extreme, disruptive behavior occurs, struggle more socially and academically

Root Cause 8: 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.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The para-professionals are needing additional training in academic strategies and behavior strategies.

Root Cause 9: 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 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors

Root Cause 10: There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Campus expectations for common areas such as ; playground, hallways, specials, cafeteria need precise clarification.

Root Cause 11: Teachers have their own rules and expectations and the campus needs to have same, clearly defined expectations for common areas.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Attendance needs to increase.

Root Cause 12: 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.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Need more opportunities for parents to be involved in activities.

Root Cause 13: Parents have been hesitant to volunteer at school.'

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Ball is viewed as a daycare by the community and not a high quality preschool program in SISD.

Root Cause 14: When. you google day cares Ball ECC is one that is listed.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Goals



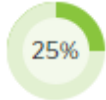

Goal 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in Phonemic Awareness to 94% by August of 2027.




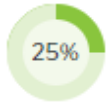

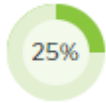

Performance Objective 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall phonological awareness from 87% to 90% by August 2025.

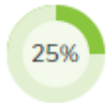





High Priority

HB3 Goal

Evaluation Data Sources: Ball ECC Formative Assessment, CLI BOY MOY and EOY, Progress Monitoring, PLC Weekly Meetings

Strategy 1 Details	Reviews			
Strategy 1: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, phonemic awareness scores will increase from BOY to EOY. Strategy's Expected Result/Impact: Focus on strong tier 1 instruction will increase student performance. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.4, 2.5 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance. Staff Responsible for Monitoring: Principal Assistant Principal Team Leads Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Ball ECC teachers will use a common formative assessment developed by the instructional leads of the campus. Strategy's Expected Result/Impact: The use of formative assessment will align teachers. and improve instruction. Staff Responsible for Monitoring: Principal Assistant Principal Team Leads Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: All Ball ECC teachers will participate in developmentally appropriate PD to support the various learning needs of our students. Strategy's Expected Result/Impact: Increase understanding and utilization of Pre k guidelines and social/emotional skills, through targeted professional development. This will then increase students' overall Phonological Awareness to 90%. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.6 Problem Statements: School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide intervention support for emergent literacy, writing and math to support the kinder readiness. Strategy's Expected Result/Impact: By utilizing classroom teaching assistants, Ball ECC will increase overall kinder readiness. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details		Reviews			
Strategy 6: Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, phonemic awareness resources and include social and emotional development, as outlined in the State of Texas, Prekindergarten Guidelines. Strategy's Expected Result/Impact: Resources purchased will help support student learning and increase the overall phonemic awareness score from 88% to 90% Staff Responsible for Monitoring: Principal Assistant principal ILT team Title I: 2.4, 2.6		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills. Root Cause: Students expressive and receptive language is not on level. Vocabulary is very limited. Problem Statement 2: 11% of English speaking students and 3% of EB students not on track in the area of Math. Root Cause: Lack of consistent math program. Problem Statement 3: 18% of English speakers and 12% of EB students need support in social and emotional learning. Root Cause: Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.
School Processes & Programs
Problem Statement 4: There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors Root Cause: There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.





Goal 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in Phonemic Awareness to 94% by August of 2027.











Performance Objective 2: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall writing from 87% to 90% by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Ball ECC Formative Assessment, CLI BOY,MOY and EOY, Progress Monitoring, RTI Monthly meetings, PLC Weekly Meetings, writing rubric

Strategy 1 Details	Reviews			
Strategy 1: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, writing scores will increase from BOY to EOY. Strategy's Expected Result/Impact: Focus on strong tier 1 instruction will increase student performance. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.4 Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance. Staff Responsible for Monitoring: Principal Assistant Principal Team Leads Title I: 2.4, 2.6 Problem Statements: School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Ball ECC teachers will develop and use a writing rubric to align expectations. Strategy's Expected Result/Impact: The use of writing rubric will align instruction, scaffold instruction and provide a unified scoring system to track student progress. Staff Responsible for Monitoring: Principal, Assistant Principal, ILT Team Problem Statements: School Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: All Ball ECC teachers will participate in developmentally appropriate PD to support the various learning needs of our students. Strategy's Expected Result/Impact: Increase understanding and utilization of Pre k guidelines and social/emotional skills, through targeted professional development. This will then increase students' overall Writing to 90%. Staff Responsible for Monitoring: Principal Assistant Principal Team Leads Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				
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Performance Objective 2 Problem Statements:

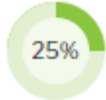



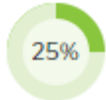

Student Learning
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Problem Statement 2: 11% of English speaking students and 3% of EB students not on track in the area of Math. Root Cause: Lack of consistent math program.
Problem Statement 3: 18% of English speakers and 12% of EB students need support in social and emotional learning. Root Cause: Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.
School Processes & Programs
Problem Statement 4: There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors Root Cause: There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.







Goal 2: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in the area of math to 94% by August 2027.

Performance Objective 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall in the area of math from 89% to 90% by August 2025.

High Priority

Evaluation Data Sources: Ball ECC Formative Assessment, CLI BOY,MOY and EOY, Progress Monitoring, RTI Monthly meetings, PLC Weekly Meetings,

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Principal Assitant Principal PLC Leads	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Ball ECC teachers will utilize math supplemental materials (curriculum) to align to the new prek guidelines. Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, including math resources as outlined in the State of Texas, Prekindergarten Guidelines. Strategy's Expected Result/Impact: Resources purchased will help support student learning and increase the overall math score from 88% to 90% Staff Responsible for Monitoring: Principal Assistant Principal ILT Team Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, math scores will increase from BOY to EOY. Strategy's Expected Result/Impact: Focus on strong tier 1 instruction will increase student performance. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

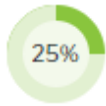





Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 2: 11% of English speaking students and 3% of EB students not on track in the area of Math. Root Cause: Lack of consistent math program.

Goal 3: Ball ECC will increase college and career readiness events from 2 to 4 by August 2027.

Performance Objective 1: At the Pre-K level, Ball ECC will increase College and Career Readiness by hosting 2 events by August 2025.

Evaluation Data Sources: Events will be placed on Ball calendar. Parents and staff will be notified of such events by Weekly newsletter and Seesaw. A survey will be done at each event.




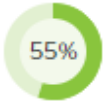
Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will support College and Career Readiness by supporting College T-shirt or career field shirt weekly on Wednesday. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year Pre-K4 students will be able to recognize that there are College and Career opportunities. Staff Responsible for Monitoring: Principal Assistant Principal Secretary-places on school calendar	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Ball ECC teachers will display their diploma and college pennant and share with students the meaning to bring awareness to a college degree. Strategy's Expected Result/Impact: Increase awareness of the different Universities teachers attended. Staff Responsible for Monitoring: Classroom Teachers	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Ball ECC will promote career readiness by holding a Career Day Parade. Students will dress as what they want to be when they grow up and parade for the Ball Community to see. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year Pre-K4 students will be able to recognize the many College and Career opportunities. Staff Responsible for Monitoring: Principal Assistant principal Social Worker	Formative			Summative
	Oct	Jan	Mar	May
				

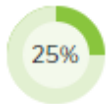







Strategy 4 Details		Reviews			
Strategy 4: Ball ECC will promote career readiness by providing learning opportunities and activities in classroom on careers available to them when they grow up. Strategy's Expected Result/Impact: The Early Childhood Curriculum has a unit on careers and this will introduce the awareness of different jobs and opportunities students can have when they grow up. Staff Responsible for Monitoring: Principal Assistant Principal		Formative			Summative
		Oct	Jan	Mar	May
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 4: Ball ECC will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll by August of 2027.

Performance Objective 1: Ball ECC will increase student, parent, community, and staff satisfaction determined by the Gallup Poll from the Fall of 2024 score to Spring of 2025 score.

Evaluation Data Sources: Gallup Poll results will be used to determine increase in satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Sensory paths and areas provide opportunities for students to self regulate their emotions. Staff Responsible for Monitoring: Principal Assitant Principal ILT Team Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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: Students will develop social and emotional skills. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teacher Family Team Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: 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. Staff Responsible for Monitoring: Principal Specials Team Title I: 2.4, 2.6 Funding Sources: Scholastic-Books - 211 Title I Parental Involvement - \$200, HEB/Amazon-Materials - 211 Title I Parental Involvement - \$200	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Ball ECC will hold at least 12 Campus and Family Events during the 24-25 school year. Strategy's Expected Result/Impact: Increase the number of parents participating in student school events and education. Staff Responsible for Monitoring: Principal Title I: 2.4 Funding Sources: Scholastic Books - 211 Title I Parental Involvement - \$750	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Based on the school performance framework (QSA) campus tiering, Ball ECC will be a Tier 1 Campus by August of 2027.

Performance Objective 1: Ball ECC will recruit, retain, and engage at least 85% of staff by August 2025.

Evaluation Data Sources: Climate surveys, employee attendance, participation in school-wide family engagement event.

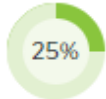




Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will achieve a turnover rate of less than 5% Staff Responsible for Monitoring: Principal Assitant Principal	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 5: Based on the school performance framework (QSA) campus tiering, Ball ECC will be a Tier 1 Campus by August of 2027.

Performance Objective 2: Ball ECC will increase student attendance from 91% to 93%.

High Priority

Evaluation Data Sources: Student attendance records, truancy letters and daily phone calls.

Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will monitor chronic absenteeism by implementing interventions: truancy letters, home visits, phone calls, attendance clerk call home Strategy's Expected Result/Impact: Student attendance increase will result in better academic performance for students. Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Social worker and Family Specialist. Problem Statements: Student Learning 5 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Attendance still a concern at Pre K level. Root Cause: Pk is students first experience with school and naturally have weaker immune systems for lack of exposure to others.
Perceptions
Problem Statement 1: Attendance 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Matthews	Social Worker	211 Title I	1.0
Jade Castanon	Instructional Aide	211 Title I	1.0
Linda Rodriguez	Instrucional Aide	211 Title I	1.0
Sabrina Tovar	Library Aide	211 Title I	1.0

2024-2025 CPOC

Committee Role	Name	Position
Social Worker	Amanda Matthews	Social Worker
Counselor	Shelly Ray	Counselor
Parent	Brittany Van Dries	Parent
Business Owner	Megan Reiley	Reiley & Rose Floral -Central Tx Floral Designer
Community Member	Janice Weaver	South Texas Pregnancy Care Center Director
ECSE Teacher	Tracy Tate	Special education Team Lead
PK Teacher	Vanessa Ramirez	4 year old Team Lead
PK Teacher	Kim Miller	4 year old Team Lead
PK Teacher	Sarai Lopez	4 year old Bilingual Team Lead
PK Teacher	Tammy Bennett	4 year old Team Lead
PK Teacher	Jeanene Nickerson	3 year old Team Lead
Administrator	Maria Guerra	Assistant Principal
Administrator	Debra Reiley	Principal

Campus Funding Summary

211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Scholastic-Books		\$200.00
4	1	3	HEB/Amazon-Materials		\$200.00
4	1	4	Scholastic Books		\$750.00
Sub-Total					\$1,150.00
Budgeted Fund Source Amount					\$1,768.00
+/- Difference					\$618.00
Grand Total Budgeted					\$1,768.00
Grand Total Spent					\$1,150.00
+/- Difference					\$618.00