Seguin Independent School District

Ball Early Childhood Center

Accountability Rating: B

2025-2026 Campus Improvement Plan

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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

Summary

The Ball Early Childhood Center initiated the comprehensive needs assessment for the 2025-2026 school year on April 10th. This process began with the distribution of the current Comprehensive Needs Assessment (CNA) to the Site-Based Decision Making (SBDM) team leads, who were instructed to engage their teams in a structured CNA/Study Team Process. This process involves brainstorming, completing necessary homework, conducting a review and root cause analysis, and ultimately planning for improvements.

On May 10th, during a staff meeting, teachers were organized into four distinct groups focusing on Demographics, Student Achievement, Perceptions, and Processes. Each group was tasked with exploring the fundamental question of why we engage in this work, identifying strengths, formulating problem statements, and uncovering root causes within their respective areas. This collaborative effort aimed to deepen our understanding of the factors influencing our educational environment and outcomes.

In May, the SBDM committee convened to further refine the root cause analysis. This meeting was dedicated to reviewing data and conducting a thorough root cause analysis to enhance the clarity and precision of our problem and need statements. This step is crucial in ensuring that our strategies are effectively targeted and address the underlying issues.

In August, teachers and staff will come together to review and potentially revise our mission and vision statement. Additionally, they will begin the process of reviewing and analyzing data from the 2024-2025 school year. This analysis will provide valuable insights that will inform our planning and decision-making as we strive to meet the needs of our students and community in the upcoming school year.

In early August, we will establish the Site-Based Decision Making (SBDM) committee, which will be composed of a diverse group of stakeholders including teachers, campus administrators, community members, parents, and a representative from the central office support staff. This inclusive approach ensures that a wide range of perspectives and expertise are brought to the table, fostering a collaborative environment for decision-making.

Throughout the school year, the SBDM committee will convene regularly to assess and address the evolving needs of our school community. These meetings will serve as a platform to identify new needs, develop problem statements, and analyze root causes. By maintaining an ongoing dialogue, we can proactively respond to challenges and opportunities as they arise.

The insights gained from this comprehensive needs assessment will be instrumental in the design and implementation of our campus improvement plan. By aligning our strategies with the identified needs and root causes, we aim to enhance the educational experience for all students and ensure continuous improvement in our school’s performance.

Demographics

Summary

W.B. Ball Early Childhood Center stands as the sole High Quality Prekindergarten campus within Seguin ISD, dedicated to serving the early educational needs of approximately 415 students. This figure represents a decrease from previous years, indicating a shift in enrollment patterns. Our campus is committed to providing foundational learning experiences for young children, ensuring they receive the best start in their educational journey.

At Ball ECC, we offer comprehensive programs for qualifying students in PreK 3 and PreK 4, tailored to meet diverse learning needs. Our Special Education services are designed to provide specialized support for students requiring individualized instruction, ensuring that every child has access to the resources they need to succeed. Additionally, we offer a one-way Dual Language program specifically for Spanish-speaking PreK 3 and 4 students, fostering bilingualism and bi literacy from an early age.

The ethnic composition of our student body has remained relatively stable, with 77.3% identifying as Hispanic, 14.2% as White, 5.4% as African American, and smaller percentages representing other ethnicity. This diversity enriches our school community, providing a vibrant and inclusive environment where all cultures are celebrated and respected.

Our student population includes approximately 95.6% who are economically disadvantaged, highlighting the importance of providing equitable educational opportunities and support. We also serve 16.5% English Language Learners, 59.3% at-risk students, and 22.9% in special education, reflecting our commitment to addressing a wide range of educational needs. Additionally, our campus supports 1.3% immigrant students, 0.3% migrant students, 2.8% military-connected students, and 2.1% who are homeless, ensuring that all students, regardless of their background or circumstances, receive the care and education they deserve.

Our school is proud to have a diverse teaching staff, with 38.3% of our teachers identifying as Hispanic and 61.7% as White. This diversity enriches our educational environment and allows us to provide a more inclusive and culturally responsive education to our students. Additionally, 16.6% of our teachers hold a Master’s Degree, which reflects our commitment to advanced professional development and expertise in the field of education.

We are also pleased to report that 25% of our teachers are dual-certified in both special education and general education. This dual certification is crucial in meeting the diverse needs of our student population, ensuring that all students receive the support and instruction they need to succeed. Furthermore, all of our teachers hold at least a Bachelor's Degree, underscoring our dedication to maintaining a highly qualified teaching staff.

As a 100% Title 1 school, we are committed to providing equitable educational opportunities for all students. This designation allows us to access additional resources and support to enhance our educational programs and services. To further support our students, Ball ECC maintains a 1:11 adult to student ratio in all classrooms by placing paraprofessional staff in each classroom. This low ratio ensures that each student receives personalized attention and support, fostering a nurturing and effective learning environment.

Strengths

Our school takes pride in its diverse demographics, which enrich the learning environment and foster a culture of inclusive and understanding. This diversity is reflected in our high-quality Pre-K program, which lays a strong educational foundation for our youngest learners, ensuring they are well-prepared for future academic success. The program is designed to cater to the varied needs of our students, providing them with the skills necessary to thrive in a multicultural society.

- We are honored to offer a nationally recognized Bi-literacy Award pathway, which underscores our commitment to fostering bilingualism and bi literacy among our students. This program not only enhances students' language skills but also prepares them for a globalized world, where the ability to communicate in multiple languages is a significant asset.
- Our high-quality inclusion program is a testament to our dedication to providing an equitable education for all students. With 25% of our teachers being dual-certified, we ensure that students with diverse learning needs receive

the support and resources necessary to succeed alongside their peers. This commitment to inclusion is further supported by the fact that 54.2% of our teachers are ESL or Bilingual, allowing us to effectively address the linguistic needs of our students and promote a rich, multilingual learning environment.

- To support our educators, we have established a robust mentor program for new teachers, ensuring they receive the guidance and support needed to excel in their roles. This initiative is complemented by our Professional Learning Communities, which provide ongoing opportunities for professional development and collaboration among staff, fostering a culture of continuous improvement and shared best practices.
- Our staff's demographic composition, with a high percentage being Hispanic, mirrors the population of our school, creating a relatable and culturally responsive environment for our students. This alignment enhances our ability to connect with and support our students and their families effectively.
- Finally, we maintain a favorable student-to-teacher ratio of 1:11, which allows for personalized attention and tailored instruction. This ratio ensures that each student receives the support they need to achieve their full potential, fostering an environment where every child can thrive academically and personally.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Problem Statement 2: 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.
2	Problem Statement 1: Lack of ECSE and Auxiliary Staff. The lack of staff is causing an issue with screening, testing, and services that are provided to our students.	Root Cause: ECSE and auxiliary staff positions are hard to fill due to pay, high demand statewide, and lack of qualified candidates.

★ = Priority

Student Learning

Summary

For the 2025-2026 school year, the Children's Learning Institute at The University of Texas has developed the CLI Engage, which has been recommended by the Texas Commissioner of Education as the preferred assessment tool for Prekindergarten. This endorsement underscores the tool's effectiveness and reliability in evaluating early childhood education, ensuring that our youngest learners are on the right path to academic success.

At Ball Early Childhood Center, we have implemented the CLI Instrument to assess our PreK 4 and PreK 4 ECSE students. This assessment is conducted three times throughout the school year—at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). This triannual assessment schedule allows us to monitor student progress closely, identify areas of need, and tailor our instructional strategies to support each child's development effectively.

EOY Scores

In the area of rapid letter naming, we have observed a significant improvement from 75% to 87%. This indicates that our students are becoming more proficient in quickly identifying letters, which is a fundamental skill for reading fluency and literacy development.

Our rapid vocabulary scores have shown remarkable progress, increasing from 68% to 90%. This growth reflects our students' expanding word knowledge and their ability to understand and use a wider range of vocabulary in context, which is crucial for effective communication and comprehension.

Syllabication skills have improved from 72% to 85%, demonstrating that our students are better able to break down words into syllables. This skill is essential for decoding unfamiliar words and enhancing reading accuracy and fluency.

In the area of onset-rime, we initially recorded a 75% proficiency, but unfortunately, we do not have updated data to report further progress. However, this skill remains important as it helps students recognize patterns in words, aiding in both reading and spelling.

Alliteration skills have seen a substantial increase from 42% to 74%. This improvement suggests that our students are becoming more adept at identifying and producing alliterative phrases, which can enhance their phonemic awareness and creative language use.

Our rhyming abilities have improved dramatically from 59% to 94%. This indicates that students are now much more capable of recognizing and generating rhyming words, a key component of phonological awareness that supports reading and writing development.

The overall phonological awareness measure has remained relatively stable, with a slight decrease from 89% to 87%. This suggests that while there have been improvements in specific areas, there is still work to be done to maintain and enhance overall phonological skills.

Rote counting skills have improved from 77% to 92%, showing that our students are becoming more proficient in counting sequences, which is foundational for understanding number concepts and arithmetic.

Shape naming has remained strong, with a slight decrease from 90% to 89%. This consistency indicates that students continue to recognize and name shapes effectively, an important skill for geometry and spatial reasoning.

Number discrimination scores have increased from 83% to 95%, reflecting our students' enhanced ability to distinguish between different numbers, which is critical for number sense and mathematical reasoning.

Number naming has improved from 85% to 94%, indicating that students are more adept at identifying and naming numbers, a

fundamental skill for all mathematical operations.

Shape discrimination has seen a decrease from 90% to 73%, suggesting a need for targeted intervention to help students better differentiate between various shapes, which is important for visual-spatial skills and geometry.

Counting sets proficiency has increased from 87% to 94%, showing that students are becoming more skilled at counting objects in a set, a key component of early math skills and understanding quantity.

Operations skills have improved from 63% to 73%, indicating progress in students' ability to perform basic mathematical operations, which is essential for problem-solving and higher-level math concepts.

The overall math measure has increased from 89% to 92%, reflecting a general improvement in our students' mathematical abilities across various domains, which is encouraging for their continued academic success in math.

Finally, the overall writing measure has seen a

Strengths

Our school has demonstrated remarkable success in fostering phonological awareness among our PreK 4 students, with 83% of them on track, and an impressive 87% of our bilingual PreK 4 students meeting the same benchmark
This achievement is largely attributed to the consistent integration of phonemic awareness activities during our Message Board sessions, which provide students with regular and structured opportunities to develop these critical early literacy skills. Furthermore, the implementation of the explicit phonemic awareness program, Heggerty, has been instrumental in guiding our educators to deliver targeted and effective instruction, ensuring that our students build a strong foundation in phonological awareness.

In the area of mathematics, our PreK 4 students have also excelled, with 89% on track, and an even higher 92% of our bilingual students meeting the campus goal.
This success can be credited to the strategic use of math intervention groups, which allow for personalized and focused support for students who need it. Additionally, the incorporation of supplemental programs such as ST Math, which emphasizes problem-solving skills, and resources from Tara West on Teachers Pay Teachers, have enriched our math curriculum. These programs provide diverse and engaging learning experiences that cater to the varied needs of our students, ensuring they develop a solid understanding of mathematical concepts.

Our commitment to early writing development is evident, with 89% of our PreK 4 students on track, alongside 87% of our bilingual students.
Writing is seamlessly integrated into every work station, allowing students to practice and refine their skills in a variety of contexts. Journal writing is a staple in our lesson plans and is thoughtfully included in the daily schedule, fostering a habit of regular writing practice. The use of writing anchor charts provides students with clear steps and guidance, supporting their writing process. Additionally, our monthly campus-wide journal initiative encourages students to express themselves creatively and reflectively, further enhancing their writing abilities.

Our PreK 4 program has demonstrated remarkable success, with 89% of our students on track in Social and Emotional Learning.
This achievement is further highlighted by the impressive 97% of our bilingual PreK 4 students who are also on track, showcasing our commitment to fostering an inclusive and supportive learning environment for all students. These results reflect the effectiveness of our tailored approach to early childhood education, ensuring that our young learners are developing the essential social and emotional skills needed for future success.
We have implemented a comprehensive curriculum that includes social skills lessons through programs such as Message Board, CLI, CHAMPS, Conscious Discipline, and Social Stories. These programs are designed to equip our students with the necessary tools to navigate social interactions and manage their emotions effectively. By integrating these lessons into our daily routine, we are providing our students with a strong foundation in social and emotional learning.

Our full-time counselor plays a pivotal role in supporting our students' development through guidance lessons that incorporate Character Strong and breathing techniques from Conscious Discipline. These lessons are instrumental in helping students build character and learn self-regulation strategies. The growth observed in our students from the beginning of the year (BOY) to the end of the year (EOY) is a testament to the positive impact of these guidance lessons.

To ensure the continuous improvement of our teaching strategies, we have identified and shared effective methods for teaching social and emotional skills during Professional Learning Communities (PLC), Multi-Tiered System of Supports (MTSS), and through teacher observations. This collaborative approach allows our educators to refine their practices and share insights, ultimately enhancing the quality of education we provide to our students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Problem Statement 1: 17% of English speaking students and 13% 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. English speakers scored 68% on vocabulary and EB students scored in the 90%. Students need speech services and real-life experiences. Data driven lesson plans. Differentiated
2 ★	Problem Statement 2: 11%-of English speaking students and 8% of EB students not on track in the area of Math.	Root Cause: Master schedule needs to be revised to allow for appropriate Math Whole group and Small Group time. Data driven lesson plans. Differentiated instruction is needed. Update math lesson plans.
3 ★	Problem Statement 3: 11% of English speakers and 3% of EB students need support in social and emotional learning.	Root Cause: Developmental delays of students that require many interventions. There is a lack of structured social learning and expectations at home. There are more students coming in with trauma and mental health issues. Not enough staff to provide necessary interventions for students with Special Needs.
4 ★	Problem Statement 4: Students need targeted opportunities to naturally learn science and social studies vocabulary in literature and learning centers.	Root Cause: Lack of exposure to outdoor and natural experiences during class and STEM class. Integrate science with math and/or ELA lessons.
5 ★	Problem Statement 5: Attendance still a concern at Pre K level.	Root Cause: Parents are not committed to taking the students to school. Parents do not realize the importance of PK education. Truancy needs to be implemented at the PK level as well. Kids have no routine at home to go to sleep, therefore students wake up late. Bus Transportation has not been reliable, students come in tardy to school daily.

★ = Priority

School Processes & Programs

Summary

In the 2025-2026 school year, our campus will expand its offerings to serve PreK 3 and 4 eligible students with a full-day program. This initiative aims to provide a more comprehensive early childhood education experience, ensuring that our youngest learners have ample time to engage in meaningful learning activities. Additionally, our ECSE (Early Childhood Special Education) program will continue to offer full-day services for 4-year-old's, while maintaining a half-day schedule for 3-year-old's, catering to the developmental needs of each age group.

Our instructional approach will be centered around the Three Cheers curriculum and a modified High-scope Philosophy. This combination will guide our teaching strategies, focusing on active participatory learning and fostering a supportive environment where children can explore and learn at their own pace. By integrating these methodologies, we aim to enhance the educational experience and outcomes for all students.

To support the development of social and emotional skills, we will continue to implement the Conscious Discipline Program alongside PBIS-Champs in every classroom. This approach will help us establish a consistent, school-wide language and framework for behavior management, promoting a positive and inclusive school culture. By focusing on these programs, we aim to equip students with the necessary skills to navigate social interactions and emotional challenges effectively.

Our campus is committed to defining and implementing the Multi-Tiered System of Supports (MTSS) process, adhering to district protocols. This structured approach will allow us to identify and address the diverse needs of our students, providing targeted interventions and support to ensure their academic and behavioral success. By following the MTSS framework, we aim to create a more responsive and supportive educational environment.

Professional Learning Communities (PLCs) are an integral part of our campus culture, and we have established weekly 60-minute sessions outside of regular planning time. These PLCs provide a collaborative space for educators to share insights, discuss strategies, and reflect on practices, ultimately enhancing the quality of instruction and student learning outcomes. By prioritizing these collaborative efforts, we aim to foster a culture of continuous improvement and professional growth.

Communication with parents and the community is vital, and we will continue to utilize the Seesaw platform for this purpose. Seesaw serves as an effective tool for sharing student progress, classroom activities, and important announcements, ensuring that families remain informed and engaged in their child's education. By maintaining open lines of communication, we aim to strengthen the partnership between home and school.

Incorporating technology into our educational practices is essential, and we will continue to use ST Math, ABC Mouse, and Beanstalk as part of our district's technology support for students. These platforms offer interactive and engaging learning experiences that complement our curriculum. Additionally, bilingual students will have access to Paso a Paso and le Con Angel, providing tailored resources to support their language development. By leveraging these technological tools, we aim to enhance student learning and engagement across diverse learning needs.

At our school, we are committed to addressing the diverse needs of our student body, particularly those in special populations. We are currently providing dedicated support through our Early Childhood Special Education (ECSE), Dual Language, and English as a Second Language (ESL) classrooms. These programs are designed to ensure that all students receive the tailored instruction and resources they need to succeed academically and socially.

Recognizing the importance of supporting new educators, we have implemented a mentorship program where novice teachers are paired with experienced mentors. This initiative is complemented by district-provided training, ensuring that our new teachers are well-equipped with the skills and knowledge necessary to thrive in their roles and contribute positively to our school community.

To foster a collaborative environment in decision-making, our Guiding Coalition-ILT Team convenes weekly. This team plays a crucial role in driving campus decisions and processes, ensuring that our strategies and initiatives are informed by diverse perspectives and are aligned with our collective goals.

In an effort to enhance school culture and recognize achievements, our Celebration Team meets monthly. This team is

tasked with planning events and activities that celebrate the accomplishments of our students and staff, thereby fostering a positive and inclusive school environment.

Lastly, our commitment to the social and emotional well-being of our students is reflected in the work of the SEL/PBIS Team. Meeting monthly, this team focuses on planning and implementing strategies for Social and Emotional Learning and establishing clear Behavior Expectations across the campus. This ensures that our students are supported in developing essential life skills and maintaining a respectful and productive school climate.

Strengths

At Ball Early Childhood Center, we are proud to offer a One-Way Dual Language program that is grounded in research and has demonstrated success in supporting our bilingual students, particularly English learners. This program is designed to enhance language proficiency and academic achievement, providing our students with the skills they need to thrive in a multilingual world.

Our Instructional Leadership Team (ILT) plays a crucial role in empowering teachers by involving them in the decision-making process for our campus. Through collaborative conference times and Professional Learning Community (PLC) sessions, teachers are afforded common planning times that foster collaboration and support the PLC process. This approach ensures that our educators are well-prepared and aligned in their instructional strategies, ultimately benefiting student learning outcomes.

The Multi-Tiered System of Supports (MTSS) process is instrumental in helping our teachers effectively monitor and address student behavior concerns. By providing a structured framework, MTSS enables educators to identify and support students' needs, ensuring a positive and conducive learning environment for all.

We believe in the power of recognition and celebration to foster a positive school culture. Our staff shout-outs and monthly recognition events for teachers and staff members have been instrumental in promoting a collaborative and supportive environment. These initiatives encourage our team to celebrate each other's achievements and contributions, strengthening our school community.

The implementation of Conscious Discipline on our campus has been trans formative, creating a brain-based social-emotional learning framework that builds resilience among our students, teachers, and the broader school family. This approach equips our community with the tools to manage emotions, resolve conflicts, and develop strong interpersonal skills, contributing to a harmonious and productive school environment.

Our monthly Hug-a-Bear assembly is a cherished tradition that rewards students for demonstrating positive social skills. This initiative not only recognizes and reinforces good behavior but also instills a sense of pride and accomplishment in our students, encouraging them to continue developing their social and emotional competencies.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Problem Statement 1: Students who are in classrooms where extreme, disruptive behavior occurs, struggle more socially and academically	The MTSS 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.
2	Problem Statement 2: The para-professionals are needing additional training in academic strategies and behavior strategies.	Root cause: The para-professionals are with students more than teachers. Time after school on non-duty days has not been utilized for training purposes.
3 ★	Problem Statement 3: Teachers need alternative strategies when existing methods fail to address behavior concerns. Many teachers are not equipped to manage the behavior of students with identified or unidentified special needs	Root Cause: Students with extreme behavior concerns have not been identified for special programs.
4 ★	Problem Statement 4: Campus expectations for common areas such as ; playground, hallways, specials, cafeteria need precise clarification.	Root Cause: Posters of expectations have not been placed in common areas.

★ = Priority

Perceptions

Summary

At Ball ECC, we pride ourselves on being a high-quality pre-kindergarten program, where every classroom is led by certified teachers. This ensures that our students receive the best possible start to their educational journey, with instruction that is both professional and tailored to the developmental needs of young learners.

Our school is held in high regard by parents, largely due to our commitment to clear communication and fostering a welcoming atmosphere. Parents have observed significant academic and social/emotional growth in their children, which reinforces their positive perception of our school and the value we place on holistic development.

The transition to school is a critical period, and our teachers, administrators, and staff are dedicated to making this experience as smooth and positive as possible. We achieve this through a variety of programs and events, such as Hug-A-Bear, holiday and multicultural parades, and maintaining frequent communication with parents through texts, phone calls, call-outs, social media posts, and the SeeSaw platform.

To further support our families, Ball ECC offers a range of parent education courses and teacher-led presentations, which are thoughtfully planned on a monthly basis by our campus social worker. These initiatives are designed to empower parents with knowledge and skills that can enhance their children's learning experiences at home.

We also recognize the importance of parental involvement in school governance and decision-making. Therefore, we hold Parent Advisory Committee (PAC) meetings as needed, providing a platform for parents to voice their concerns and discuss the needs of campus families, ensuring that our school community remains responsive and inclusive.

Finally, while the student attendance rate for the 2024-2025 school year is yet to be finalized, we continue to emphasize the importance of regular attendance as a key factor in student success. We are committed to working with families to address any barriers to attendance, ensuring that every child has the opportunity to thrive in our educational environment.

Strengths

Our school is proud to offer a diverse range of campus programs tailored to meet the needs of our students. These include the Early Childhood Special Education (ECSE) program, a Dual Language One Way program, and full-day programs for three and four-year-old's. These initiatives are designed to provide a robust educational foundation, catering to the unique learning requirements of each child and setting them on a path to academic success.

We understand the importance of effective communication between parents and campus staff. To this end, we have established multiple channels through which parents can engage with our team, ensuring that their child's educational and developmental needs are consistently met. This open line of communication fosters a collaborative environment where parents feel supported and involved in their child's education.

Our dedicated social worker plays a crucial role in providing support to families, offering guidance and resources to help them navigate any challenges they may face. This support is integral to creating a nurturing and inclusive school community where every family feels valued and empowered.

The counselor at our school is committed to supporting both students and families in a positive and meaningful way. Through personalized guidance and support, the counselor helps address the emotional and social needs of our students, promoting a healthy and supportive school environment.

To further assist families in their transition into Seguin ISD, we offer monthly parent courses. These sessions are designed to help families understand the various community programs available to them, ensuring they have access to the resources and support they need to thrive within our school district.

Our library is a valuable resource for parents, featuring a dedicated parent library with materials on a wide range of topics. This resource is intended to empower parents with knowledge and tools to support their child's learning journey, reinforcing the partnership between home and school.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	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.
2 ★	Problem Statement 2: 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.
3 ★	Problem Statement 3: Low attendance for parent workshops	Root Cause: Not enough parent buy-in. Parents are not making an effort to attend the events possibly due to transportation, young children or work.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Problem Statement 2: 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.
2 ★	Problem Statement 4: Campus expectations for common areas such as ; playground, hallways, specials, cafeteria need precise clarification.	Root Cause: Posters of expectations have not been placed in common areas.
3 ★	Problem Statement 1: 17% of English speaking students and 13% 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. English speakers scored 68% on vocabulary and EB students scored in the 90%. Students need speech services and real-life experiences. Data driven lesson plans. Differentiated
4 ★	Problem Statement 2: 11%-of English speaking students and 8% of EB students not on track in the area of Math.	Root Cause: Master schedule needs to be revised to allow for appropriate Math Whole group and Small Group time. Data driven lesson plans. Differentiated instruction is needed. Update math lesson plans.
5 ★	Problem Statement 3: 11% of English speakers and 3% of EB students need support in social and emotional learning.	Root Cause: Developmental delays of students that require many interventions. There is a lack of structured social learning and expectations at home. There are more students coming in with trauma and mental health issues. Not enough staff to provide necessary interventions for students with Special Needs.
6 ★	Problem Statement 4: Students need targeted opportunities to naturally learn science and social studies vocabulary in literature and learning centers.	Root Cause: Lack of exposure to outdoor and natural experiences during class and STEM class. Integrate science with math and/or ELA lessons.

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Problem Statement 5: Attendance still a concern at Pre K level.

Root Cause: Parents are not committed to taking the students to school. Parents do not realize the importance of PK education. Truancy needs to be implemented at the PK level as well. Kids have no routine at home to go to sleep, therefore students wake up late. Bus Transportation has not been reliable, students come in tardy to school daily.

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Problem Statement 1: Students who are in classrooms where extreme, disruptive behavior occurs, struggle more socially and academically

The MTSS 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.

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Problem Statement 3: Teachers need alternative strategies when existing methods fail to address behavior concerns. Many teachers are not equipped to manage the behavior of students with identified or unidentified special needs

Root Cause: Students with extreme behavior concerns have not been identified for special programs.

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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.

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Problem Statement 2: 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.

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Problem Statement 3: Low attendance for parent workshops

Root Cause: Not enough parent buy-in. Parents are not making an effort to attend the events possibly due to transportation, young children or work.

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

☑ High Priority ☑ HB3 Goal

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall phonological awareness from 86% to 90% by August 2026.

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

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

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	May
Some Progress			

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
PLC Leads

Formative Reviews

Some Progress

October | January | March | May

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 common formative assessment will align teachers. and improve instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leads

Formative Reviews

Considerable Progress

October | January | March | May

Strategy 4

All Ball ECC teachers will participate in and present 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 through targeted professional development. This will then increase students' overall Phonological Awareness to 90%.

Staff Responsible for Monitoring: Principal
Assistant Principal
ILT Team
PLC Leads

Problem Statements: School Processes & Programs 3

Formative Reviews

Moderate Progress

October | January | March | May

Strategy 5

Provide intervention support for emergent literacy and writing to support the kinder readiness.

Strategy's Expected Result/Impact: By utilizing classroom teaching assistants, Ball ECC will increase overall kinder readiness. By utilizing a General Education Intervention aide, Ball ECC will increase overall kinder readiness.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

Some Progress

October	January	March	May

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

Formative Reviews

Moderate Progress

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement 1: 17% of English speaking students and 13% 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. English speakers scored 68% on vocabulary and EB students scored in the 90%. Students need speech services and real-life experiences. Data driven lesson plans. Differentiated

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Problem Statement 3: Teachers need alternative strategies when existing methods fail to address behavior concerns. Many teachers are not equipped to manage the behavior of students with identified or unidentified special needs	Root Cause: Students with extreme behavior concerns have not been identified for special programs.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall writing from 89% 92% by August 2027.

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

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

Formative Reviews

Some Progress

October	January	March	May

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
PLC Leads

Formative Reviews

October	January	March	May
Some Progress			

Strategy 3

Ball ECC teachers will develop a writing anchor chart and use a writing rubric to align expectations.

Strategy's Expected Result/Impact: The use of writing anchor chart allows for the visual support and the 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

Formative Reviews

October	January	March	May
Considerable Progress			

Strategy 4

All Ball ECC teachers will participate and present 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 through targeted professional development. This will then increase students' overall Writing to 92%.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leads
PLC Leads

Formative Reviews

Moderate Progress

October	January	March	May

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

☑ **High Priority**

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 2026.

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

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
Assistant Principal
PLC Leads

Formative Reviews

	October	January	March	May
Moderate Progress				

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

Formative Reviews

	October	January	March	May
Considerable Progress				

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

Formative Reviews

Moderate Progress

October	January	March	May

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 Reviews

Considerable Progress

October	January	March	May

Strategy 5

All Ball ECC teachers will participate in and present developmentally appropriate PD in math to support the various learning needs of our students.

Strategy's Expected Result/Impact: Increase understanding and utilization of Pre K guidelines and through targeted professional development. This will then increase students' overall Math to 90%

Staff Responsible for Monitoring: Principal
Assistant Principal
ILT Team
PLC Leads

Formative Reviews

Moderate Progress

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Problem Statement 2: 11%-of English speaking students and 8% of EB students not on track in the area of Math.	Root Cause: Master schedule needs to be revised to allow for appropriate Math Whole group and Small Group time. Data driven lesson plans. Differentiated instruction is needed. Update math lesson plans.

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 3 events by August 2026.

Evaluation Data Source: 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

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 2025-2026 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 Reviews

Moderate Progress

October	January	March	May

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 Reviews

Accomplished

October	January	March	May

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 2025-2026 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
Counselor

Formative Reviews

No Progress

October **January** **March** **May**

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
Teachers

Formative Reviews

Some Progress

October **January** **March** **May**

Strategy 5

To promote College and career readiness Ball ECC during specials , will welcome careers to campus to visit with students.

Strategy's Expected Result/Impact: Increase awareness of different careers available

Staff Responsible for Monitoring: Admin, Social Worker, Counselor, Specials Team

Formative Reviews

No Progress

October	January	March	May

Goal 4 Ball ECC will improve student, parent, community, and staff satisfaction as determined by district survey August of 2027.

Performance Objective 1

Ball ECC will increase student, parent, community, and staff satisfaction determined by the district survey from the Fall of 2025 score to Spring of 2026 score.

Evaluation Data Source: District Survey results will be used to determine increase in satisfaction.

Strategy 1

Increase student engagement and task completion through the implementation of outdoor sensory areas and sensory paths that promote self-regulation and brain connectivity.

Strategy's Expected Result/Impact: Sensory paths and areas provide opportunities for students to self regulate their emotions which helps increase parent, student and staff satisfaction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Formative Reviews

October | January | March | May

Strategy 2

Implement monthly "Hug-A-Bear" recognition for individual students and classes demonstrating positive social-emotional behaviors.

Strategy's Expected Result/Impact: Increased positive behavior and family engagement as measured by teacher documentation and parent feedback

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Classroom Teacher

Formative Reviews

October | January | March | May

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: Admin
Specials Team

Formative Reviews

Discontinue

October	January	March	May

Strategy 4

Host a minimum of 12 campus and family engagement events throughout the 2025-2026 school year to strengthen school-home connections.

Strategy's Expected Result/Impact: Increased family participation as measured by attendance logs and parent surveys; strengthened parent-school partnerships

Staff Responsible for Monitoring: Admin,Social Worker, Teachers, Counselor

Problem Statements: Demographics 1 - Perceptions 1

Formative Reviews

Moderate Progress

October	January	March	May

Strategy 5

Distribute Family Packs to provide parents with materials and activities that support learning at home. - Packs will include literacy, math, and social-emotional learning resources aligned with classroom instruction. - Teachers will provide guidance on how to use the materials during family events and parent-teacher conferences.

Strategy's Expected Result/Impact: Distribution logs; parent feedback forms; teacher communication records
Increased parent engagement and student progress as evidenced by classroom performance and parent surveys

Staff Responsible for Monitoring: Admin, Social Worker, Teachers, Counselor

Funding Sources: Family Packs 211 Title I Parental Involvement, $500

Formative Reviews

No Progress

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Problem Statement 2: 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.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	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.

Performance Objective 2

Ball ECC will decrease the number of bullying reports requested by parents.

Evaluation Data Source: Bullying reports in embrace

Strategy 1

Ensure all staff, students, and families understand what bullying is, how to prevent it, and how to respond appropriately.

Strategy's Expected Result/Impact: Staff demonstrate consistent understanding of what constitutes bullying.

Parents show greater confidence in school handling of concerns (measured by surveys).

Students use positive language and demonstrate improved social skills.

Staff Responsible for Monitoring: All staff

Formative Reviews

No Progress

October | January | March | May

Strategy 2

Promote Positive Behavior and School Culture by implementing the Character Strong Program in all classrooms and morning announcements.

Strategy's Expected Result/Impact: By the end of the school year, Ball ECC will see:

A measurable decrease (e.g., 25-40%) in bullying reports requested by parents.

Improved school climate scores on staff and parent surveys.

Increased proactive communication between school and families.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom T%teachers

Formative Reviews

Some Progress

October | January | March | May

Performance Objective 3

Ball ECC will decrease the number of Behavior Threat Assessments

Evaluation Data Source: Behavior Threat Assessment data in embrace.

Strategy 1

Strengthen Social-Emotional Learning (SEL) and Early Intervention.

Strategy's Expected Result/Impact: Students demonstrate improved self-regulation and communication of feelings.

Fewer minor incidents escalate into behaviors requiring threat assessment.

Staff report increased confidence in managing challenging behaviors before they become severe.

Staff Responsible for Monitoring: Principal, AP, Counselor, Classroom Teachers

Formative Reviews

No Progress

October	January	March	May

Strategy 2

Build a Positive and Predictable School Climate-Reinforce clear, consistent behavior expectations across all settings (classroom, hallway, playground) and Implement a Positive Behavioral Interventions and Supports (PBIS) framework schoolwide.

Strategy's Expected Result/Impact:
increase in positive behavior referrals and a decline in behavior-related incidents.

Students feel safer, more supported, and more connected to school adults.

Reduction in behaviors that trigger threat assessment processes.

Staff Responsible for Monitoring: AP, PBIS Committee

Formative Reviews

No Progress

October	January	March	May

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 2026.

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

Strategy 1

Assign mentor teachers to each new staff member for the first semester with structured check-ins by mentor and administrators.

Strategy's Expected Result/Impact: Higher retention of new hires.

Staff Responsible for Monitoring: Principal
Assistant Principal
Mentor teacher.

Formative Reviews

	October	January	March	May
Moderate Progress				

Strategy 2

Strengthen staff connectedness, morale, and sense of belonging by creating a campus culture committee,implement staff recognition programs, and monthly team building or wellness events.

Strategy's Expected Result/Impact: Formative: Monthly committee meetings, survey feedback, PD participation rates

Summative: End-of-year staff survey, retention percentage, new staff feedback

Target Outcome: [?]85% staff retained and engaged by August 26

Staff Responsible for Monitoring: Principal
Assistant Principal
Culture Committee

Formative Reviews

Moderate Progress

October | January | March | May

Strategy 3

Conduct quarterly staff engagement surveys and share results at faculty meetings.

Strategy's Expected Result/Impact: Responsive adjustments to campus supports

Staff Responsible for Monitoring: Principal
Assistant principal

Formative Reviews

No Progress

October | January | March | May

Performance Objective 2 ☑ High Priority

Ball ECC will increase student attendance from 91% to 92%.

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

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: Admin
Attendance Clerk
Counselor
Social Worker
Classroom Teacher

Problem Statements: Student Learning 5 - Perceptions 1, 2, 3

Formative Reviews

Some Progress

October | January | March | May

Strategy 2

Promote a positive attendance culture among families and staff by Create monthly attendance themes and classroom recognition, Send home parent newsletters highlighting the importance of daily attendance and Recognize classes who spell MATADORS at morning announcements.

Strategy's Expected Result/Impact: Increase in ADA; improved parent awareness survey results

Staff Responsible for Monitoring: Admin
Attendance Clerk
Counselor
Social Worker
Classroom Teacher

Funding Sources: Attendance Incentives 211 Title I, Part A, $1,000

Formative Reviews

Some Progress

October	January	March	May

Strategy 3

Promote a campus-wide attendance awareness campaign. - Monthly themes (e.g., "Strive for 5 Days a Week"). - Classroom competitions and bulletin board recognition. - Weekly announcements celebrating perfect attendance.

Strategy's Expected Result/Impact: Monthly ADA reports; recognition participation logs

Staff Responsible for Monitoring: Admin
Attendance Clerk
Counselor
Social Worker
Classroom Teacher

Formative Reviews

Some Progress

October	January	March	May

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Problem Statement 5: Attendance still a concern at Pre K level.	Root Cause: Parents are not committed to taking the students to school. Parents do not realize the importance of PK education. Truancy needs to be implemented at the PK level as well. Kids have no routine at home to go to sleep, therefore students wake up late. Bus Transportation has not been reliable, students come in tardy to school daily.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	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.
2	Problem Statement 2: 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.
3	Problem Statement 3: Low attendance for parent workshops	Root Cause: Not enough parent buy-in. Parents are not making an effort to attend the events possibly due to transportation, young children or work.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amanda Matthews	Social Worker	211 Title I	1
Jade Castanon	Instructional Aide	211 Title I	1
Linda Rodriguez	Instructional Aide	211 Title I	1
Sabrina Tovar	Library Aide	211 Title I	1

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 3, 2025 @ 3:30 PM	Ball ECC/Virtual	--	--
August 25, 2025 @ 3:30 PM	Ball ECC	--	--

Members

First Name	Last Name	Position	Committee Role
Melody	Leon	Parent	Parent
Tracy	Tate	ARD Facilitator/Instructional Specialist	Special Education
Megan	Reiley	Reiley + Rose	Business
Janice	Weaver	South Texas Pregnancy Center	Community
Fonda	Mathias	TLU	Community
Brittany	Van Dries	Parent	Parent
Kim	Miller	Team 5 Lead	Teacher
Amanda	Peterson	Team 4 Lead	Teacher
Jeanene	Nickerson	Team 3 Lead	Teacher
Sarai	Lopez	Team 2 Lead	Teacher
Vanessa	Ramirez	Team 1 Lead	Teacher
Kristina	Morgan	Counselor	Counselor
Amanda	Matthews	Social Worker	Social Worker
Genaro	Mendoza	Assistant Principal	Administrator
Debra	Reiley	Principal	Administrator

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Attendance Incentives	--	$1,000.00

Sub-Total	$1,000.00
Budgeted Fund Source Amount	$148,028.00
+/- Difference	**$147,028.00**

211 Title I Parental Involvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Family Packs	--	$500.00

Sub-Total	$500.00
Budgeted Fund Source Amount	$1,286.00
+/- Difference	**$786.00**