

**Seguin Independent School District**  
**Ball Early Childhood Center**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

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

## Vision

Inspire all to play, love, learn.

## Value Statement

*We believe Seguin ISD is at its best when:*

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

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# Comprehensive Needs Assessment

Revised/Approved: June 8, 2020

## Needs Assessment Overview

The Ball Early Childhood Center began the comprehensive needs assessment for the 2020-2021 school year in June 2020 with Principal, and SBDM members met to discuss the Needs Assessment. The members of the SBDM coalition reviewed the following areas:

- Demographics
- Student Achievement
- Perceptions
- Processes and Programs

In August the teachers and staff will review a mission and vision statement and began reviewing and analyzing data from the 18-19/19-20 school year.

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

In September the SBDM committee will met to review the data and begin to write problem statements and root causes. Problem statements were created and agreed on by each member and written to reflect areas that the campus can address in the current school year.

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

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

# Demographics

## Demographics Summary

W.B. Ball Early Childhood Center is the only Prekindergarten campus for all of Seguin ISD and the campus serves approximately 435 students. Ball ECC offers programs for qualifying students in Prek 3 and PreK 4, Head Start, and ECSE classes. Ball offers Dual Language to Spanish speaking, PreK 4 students.

The ethnic breakdown has remained relatively steady with 4.0% African American, 78% Hispanic, 16% White and 2.0% Two or More races.

Ball ECC has approximately 100% economically disadvantaged students, 20% English Language Learners, 42% at risk, and 12% special education.

Student attendance rate was 92.86% for the 2019-2020 school year down from the 2018-2019 school year.

The teacher demographics are 40% Hispanic and 60% White. Ball ECC, maintains a 1:10 adult to student ratio in all classrooms by placing paraprofessional staff in each classroom.

## Demographics Strengths

The demographics of Ball ECC have remained relatively consistent.

There is minimal turnover in the professional staff.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance is well below the state average of 93.61%. **Root Cause:** PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance. Having 1/2 day classes is also a factor for low attendance. Transportation is also a factor in that parents do not access school transportation

# Student Learning

## Student Learning Summary

For the 2019-2020 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 Headstart (full day) and 1/2 day classes using the CLI Instrument 2 times during the school year. The EOY assessment was interrupted by the COVID 19. The percentages for the areas below are based on the MOY assessment.

Rapid Letter Naming: 61%

Rapid Vocabulary: 61%

Syllabication: 39%

Onset Rime: 46%

Alliteration: 20%

Rhyming: 32%

Rote Counting: 46%

Shape Naming: 72%

Number Discrimination: 64%

Number naming: 53%

Shape Discrimination: 76%

Counting Sets: 60%

Operations: 25%

**Overall Phonemic Awareness: 72%**

**Overall Math: 76%**

**Early Writing Skills: 83%**

**Social Emotional: 95%**

## Student Learning Strengths

83% of students are on target for Kindergarten readiness in writing skills, based on MOY data.

76% of students are on target for kindergarten readiness in math skills, based on MOY data.

95% of students are on target socially and emotionally for kindergarten, based on MOY data.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** CLI does not give enough data to drive instruction for the whole class or intervention for individual students. **Root Cause:** No specific progress monitoring in place.

**Problem Statement 2 (Prioritized):** 17% of students are not kinder ready in early writing skills. **Root Cause:** lack of intentional focus in writing

**Problem Statement 3 (Prioritized):** 20% of students are not kinder ready in Pre - Reading skills. **Root Cause:** Lack of consistent phonemic awareness strategies. Lack of consistent progress monitoring.

**Problem Statement 4 (Prioritized):** RTI was in place to monitor student progress, but not consistent. **Root Cause:** Staff needs more RTI training and consistent collaboration.

**Problem Statement 5 (Prioritized):** 75% of Pre-K and ECSE 4 students are not kinder ready in the area of social and emotional development **Root Cause:** Developmental delays that require targeted intervention support.

**Problem Statement 6 (Prioritized):** Not all learners attending in person school. Students are split between in school and at home learning **Root Cause:** Students are split between in school and at home learning which creates a gap in learning.

## **School Processes & Programs**

### **School Processes & Programs Summary**

The campus will serve PreK 4 eligible students full day in 2020-2021 school year.

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

The campus will continue using Highscope Philosophy as a focus for instruction.

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

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

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

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

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

the guiding Coalition will meet weekly to help drive campus decisions and processes to help make campus decisions more of a collaborative effort.

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

### **School Processes & Programs Strengths**

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

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

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

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):** PLC's are not yet showing the benefits of academic growth **Root Cause:** Teachers and Campus administration need additional training in implementation of PLC's

**Problem Statement 2 (Prioritized):** Phonemic Awareness scores are consistently lower than state averages. **Root Cause:** Training in areas of Phonemic Awareness needs to be addressed.

**Problem Statement 3 (Prioritized):** The RTI process is still not showing benefits of academic growth. **Root Cause:** Teachers and Campus Administration need additional training in implementation of the RTI process and scheduled meetings.

# Perceptions

## Perceptions Summary

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

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

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

## Perceptions Strengths

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

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

1 social worker and 2 family specialists are available to support the needs of all campus families.

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

**Problem Statement 2 (Prioritized):** Increase opportunities for families to participate in authentic events that impact their involvement in their child's education. **Root Cause:** Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge

**Problem Statement 3 (Prioritized):** Attendance rate needs to increase by 2% **Root Cause:** Parents lack knowledge of how to develop home routines, access school transportation, and the importance of school attendance.

# Priority Problem Statements

**Problem Statement 1:** Student attendance is well below the state average of 93.61%.

**Root Cause 1:** PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance. Having 1/2 day classes is also a factor for low attendance. Transportation is also a factor in that parents do not access school transportation

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** CLI does not give enough data to drive instruction for the whole class or intervention for individual students.

**Root Cause 2:** No specific progress monitoring in place.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 17% of students are not kinder ready in early writing skills.

**Root Cause 3:** lack of intentional focus in writing

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 20% of students are not kinder ready in Pre - Reading skills.

**Root Cause 4:** Lack of consistent phonemic awareness strategies. Lack of consistent progress monitoring.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** RTI was in place to monitor student progress, but not consistent.

**Root Cause 5:** Staff needs more RTI training and consistent collaboration.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 75% of Pre-K and ECSE 4 students are not kinder ready in the area of social and emotional development

**Root Cause 6:** Developmental delays that require targeted intervention support.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Not all learners attending in person school. Students are split between in school and at home learning

**Root Cause 7:** Students are split between in school and at home learning which creates a gap in learning.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** PLC's are not yet showing the benefits of academic growth

**Root Cause 8:** Teachers and Campus administration need additional training in implementation of PLC's

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Phonemic Awareness scores are consistently lower than state averages.

**Root Cause 9:** Training in areas of Phonemic Awareness needs to be addressed.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** The RTI process is still not showing benefits of academic growth.

**Root Cause 10:** Teachers and Campus Administration need additional training in implementation of the RTI process and scheduled meetings.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Parents need more specific monthly training that relate to the needs of their families.

**Root Cause 11:** Limited knowledge of parents' specific needs and need for more understanding of available community resources by the social worker and family specialists.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Increase opportunities for families to participate in authentic events that impact their involvement in their child's education.

**Root Cause 12:** Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Attendance rate needs to increase by 2%

**Root Cause 13:** Parents lack knowledge of how to develop home routines, access school transportation, and the importance of school attendance.

**Problem Statement 13 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data

# Goals

Revised/Approved: October 27, 2020

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).





**Performance Objective 1: TEACHING AND LEARNING:** By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Ball Early Childhood will show an increase in the percentage of students who achieve "On Track" for Kinder readiness in Overall Phonological Awareness 85%, Overall Math 95%, Overall Writing 88%.

**Evaluation Data Sources:** CLI Engage, Progress Monitoring

**Summative Evaluation:** None

<p><b>Strategy 1:</b> All teachers at Ball ECC will participate in weekly PLCs and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize PLCs on campus to increase over all phonological awareness score to 85%, math to 95% and writing at 88% on track for Kinder readiness, according to CLI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Book-Success for Youngest learners - 211 Title I FY2020 - 211.11.00.101.0.24.000.6399 - \$640, Solution Tree-Highly Effective Schools - 211 Title I A FY2021 - 211.13.00.101.0.24.000.6399 - \$695</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Ball ECC teachers and staff will participate in targeted professional development opportunities to improve classroom instruction and improve growth in kinder readiness goals as identified in the prekindergarten guidelines and the campus needs assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase understanding and utilization of Prek guidelines and social / emotional skills, through targeted professional development. This will then increase students' overall Phonological Awareness to 85% , Math to 95% and Writing to 88% .</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Conference/Workshop registration - 211 Title I A FY2021 - 211.13.00.101.1.24.000.6299 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy 3:</b> Provide intervention support for emergent literacy and kindergarten readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing two classroom teaching assistants, Ball ECC will increase our overall reading and math performance, as measured by Phonological Awareness to 85%, Math 95% and Writing to 88% as measured by CLI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 5 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> FTEs - 211 Title I A FY2021 - 211.11.00.101.0.24.000.6129 - \$54,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Ball ECC principal and assistant principal will participate in targeted professional development opportunities and other public school visits to increase leadership effectiveness and teacher capacity to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Participate in professional development for the campus principal to improve overall readiness in phonological awareness to 85% and Math to 95%, and writing to 88% according to CLI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Workshops and Training - Admin Intern - 211 Title I A FY2021 - 211.13.00.101.1.24.000.6299 - \$1,000, Workshops and Training - Principal - 211 Title I A FY2021 - 211.23.00.101.1.24.000.6299 - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, including social and emotional development, as outlined in the State of Texas, Prekindergarten Guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize stations, Conscious Discipline and Link Positive Action to increase social/emotional development and kindergarten readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> ECSE teachers at Ball ECC will Participate in developmentally appropriate PD to support the various learning needs of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Participate in PD to support students who are non verbal, Autistic or have behavior issues linked to developmental delays.</p> <p>.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 5</p> <p><b>Funding Sources:</b> Fees for Professional Development - 211 Title I A FY2021 - 211.11.00.101.1.24.000.6299 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 7:</b> Ball ECC will provide resources needed for teachers to meet the specific needs of at risk students and intervention support.</p> <p><b>Strategy's Expected Result/Impact:</b> Ball ECC will increase our overall emergent literacy percentage from 72% to 90% to support Kinder readiness as measured by CLI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> ESGI renewal In January - 211 Title I A FY2021 - 211.11.00.101.1.34.000.6399 - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> Provide support to at home learners by purchasing materials to support the learners with at home learning kits.</p> <p><b>Strategy's Expected Result/Impact:</b> Student gaps will be addressed by virtual teacher with the assistance of the parent and at home learning kits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Software for ipads-ABC Mouse - 211 Title I A FY2021 - 211.11.00.101.1.24.000.6399 - \$2,500, Materials for at home learning kits - 211 Title I FY2020 - 211.11.00.101.0.24.000.6399 - \$2,400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> 17% of students are not kinder ready in early writing skills. <b>Root Cause:</b> lack of intentional focus in writing
<b>Problem Statement 3:</b> 20% of students are not kinder ready in Pre - Reading skills. <b>Root Cause:</b> Lack of consistent phonemic awareness strategies. Lack of consistent progress monitoring.
<b>Problem Statement 5:</b> 75% of Pre-K and ECSE 4 students are not kinder ready in the area of social and emotional development <b>Root Cause:</b> Developmental delays that require targeted intervention support.
<b>Problem Statement 6:</b> Not all learners attending in person school. Students are split between in school and at home learning <b>Root Cause:</b> Students are split between in school and at home learning which creates a gap in learning.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> PLC's are not yet showing the benefits of academic growth <b>Root Cause:</b> Teachers and Campus administration need additional training in implementation of PLC's
<b>Problem Statement 2:</b> Phonemic Awareness scores are consistently lower than state averages. <b>Root Cause:</b> Training in areas of Phonemic Awareness needs to be addressed.







**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 2:** POST-SECONDARY READINESS: At the PreK level, Ball ECC will increase College and Career Readiness.

**Evaluation Data Sources:** Social Media visibility and Campus participation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ball ECC will support College and Career Readiness by supporting College T-shirt day once a month.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year Pre-K4 students will be able to identify College and Career opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Ball ECC teachers will display their diploma and college pennant</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of the different Universities teachers attended.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Ball ECC will increase attendance from 92.86% to 93.86%

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Hug A Bear Monthly Recognition will be held in Classroom Environment due to COVID 19 protocols. Virtual performance and acknowledgment of social and emotional recognition will take place through Seesaw and Facebook platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase social and emotional wellness for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Ball ECC will continue offering Music/ART, PE, Technology and will implement in 2020-2021 The Kinesthetic Motor Lab to serve the whole child during a specials block of time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase gross motor development skills as described in the Texas PreK guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Motor Lab Coord PE instructional aide</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Materials for lab - 211 Title I A FY2021 - 211.11.00.101.1.24.000.6399 - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide classroom teachers and other selected staff with training specific to children that have experienced of currently in trauma. Course specifics will include classroom strategies to support students experiencing or that have experienced trauma.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase social and emotional strategies for students for long term success in their education and experiences in school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 4:</b> Provide Social Services to support family needs. <b>Strategy's Expected Result/Impact:</b> Increase social emotional well being of students and help parents better support students <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor <b>Title I Schoolwide Elements:</b> 2.6, 3.2 <b>Funding Sources:</b> FTE - 211 Title I A FY2021 - 211.32.00.101.1.24.000.6119 - \$70,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase the social emotional well being of students and help to better support students with specific behavioral challenges. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Behavior Specialist <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> Sand, Gardening Soil, - 211 Title I A FY2021 - 211.11.00.101.1.24.000.6399 - \$1,200	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Ball ECC students will participate in No Place For Hate. <b>Strategy's Expected Result/Impact:</b> Increase the awareness of positive interaction of students <b>Staff Responsible for Monitoring:</b> Counselor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 5:</b> 75% of Pre-K and ECSE 4 students are not kinder ready in the area of social and emotional development <b>Root Cause:</b> Developmental delays that require targeted intervention support.

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).





**Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by having at least four academic centered parental involvement virtual events for the 20-21 school year.

**Evaluation Data Sources:** School Events Calendar  
Parent Survey  
Sign in sheet

**Summative Evaluation:** None

<p><b>Strategy 1:</b> In order to increase meaningful dialogue between parents and staff, Ball ECC will provide parenting courses to include Home safety, gardening, health, Yoga, reading strategies, cooking on budget and community services. Raffle items will be given away to increase parent participation. Ball ECC will also host as many parenting courses as possible to due to COVID 19 restrictions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number parents participating in the activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Door Hangers, Gardening supplies, first aide items, snacks, Yoga mats, booster seats, plant, cook book - 211 Title I Parental Involvement FY2020 - 211.61.00.101.0.34.000.6399 - \$1,108, Materials for workshops - 211 Title I - Parental Involvement FY2021 - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Ball ECC will employ 2 family engagement specialists in order to support families in connecting with the school district, increasing attendance and students' academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Ball ECC will increase the number of parent engagement events and parent participation.</p> <p>Throughout the year social worker and family specialists will participate in home visits, create community and business partnerships and facilitate monthly calendar committee meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy 3:</b> Ball ECC will hold 4 academic parent involvement events, centered around Reading and Math strategies. Ball ECC will also host a Game night/Resource fair where we will share community resources with parents (all pending COVID restrictions).</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be provided at least 2 strategies in Reading and 2 strategies in Math to practice academic skills, at home with their students. Staff will provide strategies to virtual learners families through the seesaw platform.</p> <p>.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2</p> <p><b>Funding Sources:</b> Books, Manipulatives - 211 Title I - Parental Involvement FY2021 - 211.61.00.101.0.34.000.6399 - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> By providing support for families with the Latino Literacy Project, we will increase the amount of opportunities and capacity for parents to read with their children, focused on the Latino culture and its heritages. The project describes itself as: "The preschool program (I am READY / A!LISTO!) uses age-appropriate books for preschool age kids. Parents learn to read with their children, pose questions and teach school readiness skills to their children. Together parents and kids learn English and Spanish vocabulary. Weave developed parent handouts based on Preschool Standards to make reading and vocabulary fun for both parent and preschooler."</p> <p><b>Strategy's Expected Result/Impact:</b> Involve parents in the process of acquiring pre -reading skills for our LEP students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Jointly develop and review the parent - campus compact and parent and family engagement policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Counselor Social worker Family Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Provide materials in the parents native language.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication with parents</p> <p><b>Staff Responsible for Monitoring:</b> Principal Central Office</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 7:</b> Provide Professional Development experiences in Parental Involvement Strategies. <b>Strategy's Expected Result/Impact:</b> Improve parental involvement on the campus. Gain further understanding by Social worker and family specialists in order to increase family engagement in authentic learning opportunities with students. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social worker Family Specialists	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 8:</b> The social worker will attend PD in the Now More Than Ever conference to gain effective techniques to empower parents, students and staff (Pending COVID 19). <b>Strategy's Expected Result/Impact:</b> To build a bridge between the school and families <b>Staff Responsible for Monitoring:</b> Principal Social Worker <b>Title I Schoolwide Elements:</b> 3.2 <b>Funding Sources:</b> Conference Fees - 211 Title I - Parental Involvement FY2021 - 211.61.00.101.0.34.000.6299 - \$285	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 9:</b> Ball ECC will hold its first annual Pre-k color fun run. <b>Strategy's Expected Result/Impact:</b> Increase a Healthy active lifestyle and promote family involvement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**





<b>Perceptions</b>
<b>Problem Statement 1:</b> Parents need more specific monthly training that relate to the needs of their families. <b>Root Cause:</b> Limited knowledge of parents' specific needs and need for more understanding of available community resources by the social worker and family specialists.
<b>Problem Statement 2:</b> Increase opportunities for families to participate in authentic events that impact their involvement in their child's education. <b>Root Cause:</b> Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 2:** PUBLIC RELATIONS and COMMUNICATIONS: Ball ECC will improve the public relations as measured by constructive feedback collected from social media.

**Evaluation Data Sources:** Social Media

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ball ECC will utilize Seesaw Platform, social media and school messenger to promote public relations and communication. Ball Family Specialists, Counselor, teachers and admin will post at least weekly to promote positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness of school events</p> <p>November: Increase parent awareness of Seesaw Platform and social media accounts through teacher newsletters, marque and call outs. 80% of parents will have joined the platform.</p> <p>January :</p> <p>March:</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Family Specialist Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 3: PARTNERSHIPS:** Ball ECC will increase the number of business and community partnerships through active participation in community-based opportunities and events on campus.

**Evaluation Data Sources:** Parent Course sign in sheets  
Agendas  
Surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will increase monthly Parent Workshops, where we will bring in various businesses from Seguin to meet the needs of our families .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of families that attend workshops and meetings.</p> <p>November: Plan 3 Parent Workshops to increase family engagement. Use the call out system to remind parents.</p> <p>January</p> <p>March,</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialists</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



<b>Strategy 2: Strategy 2</b> Ball ECC Family Support team will partner with community partner to continue to meet the needs of families. <b>Strategy's Expected Result/Impact:</b> Increase community partnerships and support for the families.  November: Social worker will contact Janice Weaver at South Texas Pregnancy center to schedule family support opportunities.  January  March <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Social Worker Family Specialist <b>Problem Statements:</b> Perceptions 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 2:</b> Increase opportunities for families to participate in authentic events that impact their involvement in their child's education. <b>Root Cause:</b> Parents lack the time, the strategies and resources to learn about increasing their child's academic knowledge





**Goal 3:** Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

**Performance Objective 1:** RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Ball ECC will achieve a teacher turnover rate of less than 10% .

**Evaluation Data Sources:** Teacher retention information

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ball ECC will design and implement opportunities to celebrate staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the amount of teachers electing to resign at the end of the school year by 5% and support a positive school culture.</p> <p>November: Select teacher and staff of the month. Create a kindness board, and increase participation by suggesting teachers do one a month. Continue perfect attendance award for teachers and staff.</p> <p>January: Staff survey for climate check.</p> <p>March, Use the climate check to meet with staff members and review successes and challenges of the year to create a better 20/21 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy 2:</b> Increase the amount of time teachers spend in Professional Learning Communities to 60 minute a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and collaboration among teachers.</p> <p>November: Include 60 of PLC into the master schedule.</p> <p>January: Continuation</p> <p>March, continuation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Team Leads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Ball ECC will create a monthly team building activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the amount of teachers that want to leave and promote a positive culture of collaboration.</p> <p>November, Teacher leads will plan 2 events for the staff.</p> <p>January, Continue to plan more exciting events</p> <p>March, Review for success to see if this should continue into the next school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Leads</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda	Matthews	Title 1	1.0
Moss, Melissa	Title I Aide	Title I	1.0
Sandoval, Maria	Title I Aide	Title I	1.0