

**Seguin Independent School District**  
**Ball Early Childhood Center**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community

# Vision

Our vision is a culture of excellence within our schools and community.

# 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

## Demographics

### Demographics Summary

Our demographics have been pretty consistent from the 2014-2015 school year to 2016-2017 school year. Listed below are our demographic data in percentages:

- Hispanic enrollment was 81% in 15-16, 80% in 16-17.
- White enrollment decreased by 1% in 15-16, to 12%, and up to 13% in 16-17.
- African American increased from 5% to 7% in 15-16, and down to 5% in 16-17.

When compared to the City of Seguin, this data does not mirror the city's demographics during the 2010 census which indicated the following:

Hispanic 55%

White 40%

African American .6%

### Demographics Strengths

Our enrollment has fluctuated but has always been close to 500 students.

2012-2013 506

2013-2014 474

2014-2015 494

2015-2016 483

2016-2017 529

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The percentages of White and African American students at Ball has remained stagnant. **Root Cause:** The African American population in Seguin has not increased.

## **Student Achievement**

### **Student Achievement Summary**

During the 2016-2017 school year, we continued the CLI assessment. We used the data from CLI and iStation to measure student growth.

The iStation program was used to assess letter knowledge and vocabulary.

Students who are in Special Education and who are English Language Learners are given the opportunity to enroll in Ball ECC.

### **Student Achievement Strengths**

In the CLI Engage Assessment students showed great improvements this year in all areas; however alliteration, math operations and rhyming were below the target of 80%. English Language Learners showed great improvements as well this year; vocabulary and syllabication were below the target of 80%.

In the iStation program gains were made in all three tested areas: Overall Reading, Letter Knowledge and Vocabulary. Overall Reading increased from 57%-84%, Letter Knowledge increased from 45%-78%, and Vocabulary increased from 27%-74%.

Small group instruction targeting specific skills is provided for students needing additional help through the SHAR's intervention program.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 71% of our 4 year old English speaking students are proficient in math operations and scores have only increased 3% over the last two years.

**Problem Statement 2:** 54% of our 4 year old English speaking students are proficient in alliteration.

**Problem Statement 3:** 68% of our 4 year old English speaking students are proficient in rhyming.

**Problem Statement 4:** ELL scores declined from 81% to 67% in rapid vocabulary.

**Problem Statement 5:** ELL scores declined from 83% in 2015-16 to 65% in 2016-17 in math operations.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The staff at Ball ECC treat each other with respect and kindness. Additionally, they are always courteous to students and parents. The entire staff is implementing the Positive Behavior Interventions and Support Program. Staff dispenses tickets to students for positive behavior. Then, monthly drawings are held where 2 students from each classroom receive a "prize" for their positive behavior. The Kids' Club celebration is for students attaining a targeted number of happy faces on their nine-week behavior calendar. It is held at the end of every quarter. The Hug a Bear is held 7 times a year. Two children from each classroom are recognized for their positive behavior, receive a hug from Hug a Bear, and two classes perform for the parents.

The school counselor and social worker attend their respective conferences in order to keep abreast of all new ideas and changes. These two individuals are instrumental in improving our school culture.

### **School Culture and Climate Strengths**

The entire Ball ECC staff is committed to teaching and reinforcing social skills. The staff is also committed to the following activities:

- PBIS tickets for proper behavior
- Kids' Club for proper behavior
- Hug a Bear for proper behavior
- RTI for behavior interventions with Bridges support
- Teachers are positively reinforced for participation in the PBIS ticket system with drawings for gift cards
- All pertinent information regarding activities and achievements are communicated well through multiple media outlets to all Stakeholders
- Display faculty member of the month sign in the rotunda
- Turn in quarterly PBIS calendars

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### Staff Quality

Goal 1. To maintain a highly qualified staff.

Ball ECC will have 100% of the Teaching Staff with an Early Childhood Certification, Child Development Associate Credential (CDA) and/or 150 hours of Early Childhood training hours in the past five years. All paraprofessionals will have Child Development Associates Degree (CDA)

100% of the teachers hired will meet one of the above criteria to be hired at Ball ECC.

100% of the paraprofessionals will have a Child Development Associate Credential or be enrolled in the course.

### **Staff Quality, Recruitment, and Retention Strengths**

#### Recruitment

Goal 2: To recruit highly qualified teachers to Ball ECC.

- The school principal participates in the district job fair.
- New positions are posted on the district website.
- We promote our school through the district website, facebook, and other forms of social media.

All teachers appraised on T-TESS were proficient.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** New staff must meet the hours of early childhood education professional development.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We are using the state adopted curriculum, " Big Day for Pre K," the CLI Engage Circle, Developing Talkers Program and intervention lessons. The Head Start teachers are also using the Teaching Strategies Gold. All of these are aligned with the Texas PK Guidelines.

Data will be gathered from the CLI Engage Circle lessons and assessments. There will be reporting periods Wave 1 (Fall), Wave 2 (Winter) and Wave 3 (Spring). Assessment data is analyzed and transferred to data squares, large colored charts for teachers, principal, instructional coach to pinpoint strategies and interventions for the students. The CLI Engage and CIRCLE formative assessments will be reviewed to help monitor student learning and make curriculum instructional decisions.

### **Curriculum, Instruction, and Assessment Strengths**

Curriculum documents are reviewed every reporting period and modified as needed. All documents are in English and Spanish. Instructional strategies and activities are planned with specific targeted learning outcomes. Differentiation and scaffolding are also addressed to meet the needs of all students, including ELLS and special education students.

Teachers plan collaborately on a weekly schedule with the principal and instructional coach. The planning protocol includes lesson plans, activities, guiding questions, academic vocabulary, and formative assessments. The CIRCLE formative checklists will help to identify struggling learners academically and automatically prescribe the appropriate differentiated instruction for effective intervention.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** The CIRCLE formative checklists are not yet developed.

## Family and Community Involvement

### Family and Community Involvement Summary

Our family/community involvement is outstanding. Our parent workshops, family reading program, and the Hug a Bear celebrations were very well attended. Our campus collaborates with community agencies/entities and volunteer organizations to enrich the community engagement experiences of our students, parents, and community partners. We also take 10-12 parents to the Parent Conference sponsored by IDRA in San Antonio. We purchase books and other reading materials to support reading at home.

### Family and Community Involvement Strengths

Our parental involvement numbers were up from the previous years. All communication with parents is in English and Spanish. This year we implemented several activities:

- Latino Family Literacy Project
- PBIS monthly raffles to recognize good behavior
- Quarterly Kids Club
- Field Day and Field Trips
- Two Scholastic Book Fairs
- Literacy and Math Nights
- Parent Workshops-Dress for Success, Finance Workshop
- Volunteer opportunities for university students through Texas Lutherans Univ. for Student Leadership
- Ball ECC End of Year PK Ceremony
- Module with Mentors from TLU
- Ready Rosie Application
- Remind 101
- Health Fair

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** We have a large percentage of our parent population that does not attend any of our parental involvement events. **Root Cause:** Parents have conflicts with scheduling, work responsibilities, other children in the family with needs, and caring for disabled/elderly family members.

## **School Context and Organization**

### **School Context and Organization Summary**

The SISD provides funds and resources to our campus. Our fund sources have been grants.

### **School Context and Organization Strengths**

Ball received the High Quality Pre Kindergarten Grant. Funds were used for professional development for both teachers and aides.

We received a grant from Seguin Education Foundation that was used in conjunction with our HQPK grant for a Science lab for hands on experience to extend science curriculum

Ball also receives Title 1 funds for tutoring and staff development.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Since the SISD has discontinued the use of Istation in PK, there is a need for gathering formative assessment data.

**Problem Statement 2:** There is no survey to document that students coming to Ball are better prepared than those that do not.

# Technology

## Technology Summary

The campus' expectations for the use of technology is to use technology as a practice tool as well as a learning tool.

- iPads are used as a learning tool to achieve the learning objective. For example, letting students take pictures to learn shapes.
- iPod Shuffles, Enobords, and document cameras are also used to enhance instruction
- Continuing web-based activities: ABC mouse, Reading eggs and Istation.
- Continuing web based activities to support literacy and math skills.

## Technology Strengths

Students and staff have access to a variety of technology devices

- computers
- iPod Shuffles
- Document Cameras
- eno boards in each classroom
- iPads

- Students actively engaged throughout the day by using eno boards, shuffles, document cameras, and ipads.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** During certain times of the day, teachers are unable to use certain websites such as PBSKids.org or Youtube.com. **Root Cause:** The computers/wifi has trouble processing because too many people are trying to use the internet at the same time.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.**

**Performance Objective 1: TEACHING AND LEARNING** - By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will show an increase in the Student Achievement and the Closing the Gap domains.

**Evaluation Data Source(s) 1: CLI CIRCLE EOY Assessment**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Tiered interventions will be provided for students, by their teachers, based on formative assessments and CIRCLE assessment data</p>		Principal Instructional Specialist Teachers	Students will show gains in the skill areas assessments on the CLI Engage BOY, MOY, and EOY and monthly formative assessments.				
<p><b>Critical Success Factors</b> CSF 4</p> <p>2) Students will have access to the Reading Eggs program at school as well as at home.</p>	1	Principal Instructional coach Teachers	Students' knowledge of letters and letter sounds will improve and lead to better reading skills.				
Funding Sources: 211 Title I A - 2600.00							
<p><b>Critical Success Factors</b> CSF 4</p> <p>3) Students who are Spanish dominant will have access to an online Spanish Reading Program, the Estrellita Spanish Program, and the Hablemos Juntos Program.</p>		Principal Literacy Coach Teacher	English Language Learners will demonstrate letter recognition and knowledge of letter sounds. They will show an increase in the vocabulary.				
Funding Sources: 199-General Fund - 400.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Students in the Bilingual program, instructed in Spanish, will utilize Lee Con Angel to develop reading skills.</p>	1	Principal Instructional Specialist Bilingual Teachers	Spanish instructed students will gain and practice early literacy skills needed to read.				
Funding Sources: 211 Title I A - 800.00							







<b>Critical Success Factors</b> CSF 1 5) Students will utilize the Starfall, web based, interactive program to practice early literacy and math skills.	1	Principal Instructional Specialist Technology Teacher	Students will demonstrate better letter and sound recognition and increase their understanding of numbers.				
	Funding Sources: 211 Title I A - 270.00						

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 2: POST-SECONDARY READINESS-**At the high school level, Seguin ISD will increase the opportunities for students to excel in indicators that reflect post-secondary readiness in the Student Achievement domain. At the middle and elementary schools, Seguin ISD will increase support for instruction at the Masters Grade Level.

**Evaluation Data Source(s) 2:** 100% of staff are to promote the college of their choice.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Teachers will plan daily instruction utilizing the Texas prekindergarten guidelines and the Texas three year old early learning guidelines to ensure that students are ready for the instructional needs at their respective elementary schools.</p>		Principal Instructional Specialist Teachers	Students will be prepared for kindergarten curriculum requirements and performance at the masters level of academic achievements on state standardized testing.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							




**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 3: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING-**Seguin ISD will maintain and expand upon learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and the emotional support of all student populations.

**Evaluation Data Source(s) 3:** Campus RtI meeting agendas, Campus RtI Implementation Progress Report, and sign in sheets

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Family Specialist will provide support for families seeking support through assistance programs, school programs, and family goal setting for our student in prekindergarten.</p>	1	Principal Social Worker Family Specialists Counselor	Increased student attendance and decreased number of students identified as At Risk in PreK				
Funding Sources: 211 Title I A - 2104.00							
<p><b>Critical Success Factors</b> CSF 2</p> <p>2) Implement a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making and document in Eduphoria Aware for data tracking.</p>		Principal Instructional Specialist	Students identified on RtI will show improve in the identified area and provide data for future teachers to guide instruction with each student with documentation.				
<p>3) Allow social worker to attend the Social Workers' Conference</p>	1, 4, 5	Principal	Social worker will present to the faculty.				
Funding Sources: 199-General Fund - 300.00, 211 Parental Involvement - 0.00							
							







**Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.**

**Performance Objective 1:** Performance Objective 1: SAFETY - the District will ensure that all campuses and departments employ measures to maintain the safety and security of all students and staff members.

**Evaluation Data Source(s) 1:** Raptor Report, Safety Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will have monthly fire drills, some lock down drills, some hurricane drills and active shooter drills.		Principal Literacy Coach Counselor Social Worker Secretary	Drills will take less time as the year progresses.				
2) Continue to utilize, upgrade and add security cameras in the main entrance to the school		Assistant Superintendent of Technology And Curriculum Support, Exec. Director of Student Support, Campus Administrators	Security Camera location and use review				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 2: NURTURING AND POSITIVE CLIMATE-**All campuses will promote and enhance a positive school climate and culture where students and staff embrace responsibility, a respect for diversity, and a respect for the learning environment.

**Evaluation Data Source(s) 2:** Student attendance reports, staff attendance reports; staff, parent, and student surveys

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to actively teach social expectations using power point social stories		Principal Literacy Coach Staff	Students will demonstrate proper behavior throughout campus				
2) Hold monthly PBIS raffle to recognize good behavior		Principal Literacy Coach Secretary	Students demonstrating good behavior will increase.				
Funding Sources: 199-General Fund - 800.00							
3) Recognize students displaying positive behavior through Hug a Bear Assemblies and PBIS Kids' Club celebrations every 9 weeks	6	Principal Counselor Staff	More students will display positive behavior as the year progresses.				
Funding Sources: 199-General Fund - 400.00							
4) Continue to implement Positive Behavior Intervention and Supports (PBIS)		Principal Staff	Behavior in the classroom, during transitions, and in the cafeteria will steadily improve.				
5) The counselor will coordinate a Character Education week with activities targeting anti-bullying, and the 5 pillars. We will coordinate the No Place for Hate.		Principal Counselor Staff	Students will recognize what each pillar means and incorporate them in their behavior.				
6) Implement social skills curriculum		Principal Literacy Coach Counselor	Students' social skills will improve throughout the year as the counselor pulls small groups.				
7) Staff members will be recognized on a monthly basis at faculty meeting as a "shout out"		Principal Instructional Specialist	Increased positive climate that impacts the positive environment for students and their families.				
Funding Sources: 199-General Fund - 200.00							
							

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 3: SECURITY:** Continue to implement and utilize up-to-date security measures - cameras, visitor identification system (Raptor), controlled access, and safety protocols - at all campuses.

**Evaluation Data Source(s) 3:** Raptor Report, Safety Reports

**Summative Evaluation 3:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) The campus staff will complete A.L.I.C.E. training.	4	Kirsten Legore Principal Instructional Coach	All staff will be knowledgeable of what to do in an active shooter situation.				
2) Continue to utilize the Raptor identification system.		Principal Office Staff	Raptor Reports, Incident locations				
3) Continue to conduct safety inspection of our playgrounds and the equipment every morning		Principal Head Custodian	Playground safety checklist				
							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.**

**Performance Objective 1: PARENT INVOLVEMENT**-Offer programs and activities to involve parents and family members and seek meaningful consultation with parents.

**Evaluation Data Source(s) 1:** Workshop agendas and sign in sheets; school events' sign in sheets.

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue our monthly interactive parent workshops throughout the year and provide materials for parents to feel welcomed and support their students. Health/Nutrition, Family Literacy, etc	1	Principal Social Worker	Parents knowledge of supports needed for successful students will increase and student achievement will increase.				
	Funding Sources: 211 Parental Involvement - 869.00						
2) Implement two family literacy nights to increase the enjoyment of reading for all our students and their families.	1	Principal Instructional Specialist Teachers	Parents attending will feel confident reading to their children at home and increase their knowledge of choosing books for their children.				
	Funding Sources: 211 Parental Involvement - 600.00						
3) Re-start the Parent Advisory Council with this year's parents	6	Principal Social Worker	Parents will determine the topics to be covered during our workshops.				
4) Hold a Family Math Night in the spring.	1, 6	Principal Instructional Specialist Staff	Parents and students will better understand how math is taught to their children and how to support them at home.				
	Funding Sources: 211 Parental Involvement - 650.00						
5) Host parent meeting to jointly develop and review the parent involvement policy and school-parent compact.	6	Principal	Parents will understand what Title 1 provides for our students and its requirements.				
6) Purchase reading material to given to families that attend school events to support reading at home	1, 6	Principal Instructional Coach	Improvement in students' reading.				
	Funding Sources: 211 Parental Involvement - 300.00						
							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 2: PUBLIC RELATIONS & COMMUNICATIONS-** Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meeting with editors/reporters, and stakeholders.

**Evaluation Data Source(s) 2:** Information posted; copies of newsletters

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Newsletters sent home, information sent via School Messenger system, flyers sent home, Facebook, Ball website, Twitter	6	Principal Technologist Librarian Staff	Parents will be more aware of our events and become more involved.				
2) Implement Morning coffee and afternoon lemonade with the principal to promote open communication and share positive news with parents	1	Principal Social Worker	Parents will feel more comfortable with communicating with school personnel and seek out positive news from the school.				
Funding Sources: 211 Parental Involvement - 300.00							
							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 3: PARTNERSHIPS-** Foster business and community partnerships through active participation in community-based opportunities and events.

**Evaluation Data Source(s) 3:** Attendance at different venues.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Partner with BCFS to provide Head Start to 170 students.	10	Principal	Children's families will receive wrap-a-round services.				
2) Partner with Seguin Lions Club to provide vision screenings to all student	10	Principal Nurse	More students will get eye glasses.				
3) Partner with Texas Department of Health Services to provide dental screenings to all students.	10	Principal Nurse	More children will get dental care.				
4) Partner with Texas Lutheran University wherein some of their students tutor our at risk students.	10	Principal Literacy Coach Social Worker	Tutored students will develop relationship with role models.				
5) Field trips to the Guadalupe County Fair's Petting Zoo, to First United Methodist Pumpkin Patch, to Eden Home, to the Seguin Outdoor Learning Center, and to The Teatro de Artes de Juan Seguin	6	Principal Literacy Coach Teachers Secretary	Students will learn how to behave in social settings.				
	Funding Sources: 199-General Fund - 2000.00						

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.**

**Performance Objective 1: EFFECTIVENESS-**Develop- analytical tools to measure the allocation of financial resources among all of the operational activities of the District, including staff, facilities, equipment, and technology.

**Evaluation Data Source(s) 1:** Grant awards,

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Pursue grants such as the Seguin Education Foundation Grant	10	Principal Staff	Increases the campus' ability to provide more services to our students.				




**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY:** Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.

**Performance Objective 2: EFFICIENCY-**Develop strategic solutions to optimize the allocation of financial resources on District operations to establish and maintain a strong financial position.

**Evaluation Data Source(s) 2:** Memorandum of Understanding; Classroom rosters

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Partnering with Head Start to provide full day enrollment for 140 students, and 30 half day three year old students.	10	Principal	Students and parents will be provided wrap around services without costing the campus.				
							

**Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.**

**Performance Objective 1: EQUITABLE STAFFING:** To ensure 100% of the campuses are equitably staffed with effective teachers and administrators.

**Evaluation Data Source(s) 1:** Annual Report

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher applicants will be vetted to ensure they are highly qualified before interviewing and hiring	3, 5	Principal	Increases in student learning as evidenced by EOY CIRCLE.				
							

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 2: RECRUIT, SUPPORT,RETAIN EFFECTIVE TEACHERS & ADMINISTRATORS:** The District will recruit, support and retain a diverse population of high qualified, effective teachers , administrators, and staff. The district will maintain a teacher turnover rate of less than 15%. Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators. In addition, the district will educate Seguin graduates interested in pursuing careers in the filed of education regarding specific high demand certifications and career opportunities in the Seguin I.S.D.

**Evaluation Data Source(s) 2:** District Professional Development Plan Report

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff development on the district's initiatives.	4	Principal Literacy Coach	Better cohesiveness throughout the campus.				
2) Assign specific teachers to attend professional development based on their needs.	4, 5	Principal Literacy Coach	Better informed teachers.				
	Funding Sources: 199-General Fund - 150.00						

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 3: APPRAISAL:** Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS/ATR, evaluations, walk-through information, student feedback, and value-added data. Staff development and support plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week.

**Evaluation Data Source(s) 3:** T-TESS and walk through data on Eduphoria,

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff development on T-Tess for all teachers	4	Principal	Better understanding of the new expectations.				
2) Feedback on Goal Setting and walk through data will be provided.	8	Principal	Better instruction and increased student achievement.				
							

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Riley, Debra	Instructional Coach	Title 1, Part A	1.0