

Seguin Independent School District
Ball Early Childhood Center
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 10, 2018
Public Presentation Date: October 10, 2018

Mission Statement

To provide a foundation for learners to become leaders

Vision

Ignighting every student, every future

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

The Ball Early Childhood Center began the comprehensive needs assessment for the 2018-2019 school year in August 2018 during staff development days before the school year official began. By grade level groups, teachers reviewed the information for the following data analysis areas:

- Demographics
- Student Achievement
- Perceptions
- Processes and Programs

At those meetings, teachers and staff designed and implemented a mission and vision statement and began reviewing and analysing data from the 17-18 school year.

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

On August 13, 2018 the SBDM or CPOC committee 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 or CPOC 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 485 students. Ball ECC offers programs for qualifying students with PreK 3, PreK 4, Head Start, and PPCD classes. Beginning with the 2018-2019 School year, Ball also offers Dual Language to Spanish speaking, preK eligible, PreK 3 and PreK 4 students.

The ethnic breakdown has remained relatively steady with 5.3% African American, 81% Hispanic, 11.8% White and 1.3% Two or More races.

Ball ECC has approximately 97% economically disadvantages students, 23.5% English Language Learners, 44.2% at risk, and 9.7% special education.

Student attendance rate was 91.81% for the 2017-2018 school year.

The teacher demographics are 47.5% Hispanic and 52.6% White. Ball ECC, maintains a 1:10 adult to student ratio in all classrooms by placing paraprofessional staff in each classroom. Last school year, we have 3 teachers elect to retire and 1 teacher resign to move closer to home. Our estimate of teacher retention rate is 18%.

Demographics Strengths

The demographics of Ball ECC have remained relatively consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is well below the state average at 91.81% **Root Cause:** PreK is not a compulsory attendance grade, so parents do not understand the daily attendance importance.

Student Academic Achievement

Student Academic Achievement Summary

For the 17-18 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 in Texas.

Ball Early Childhood Center assessed students in prek 4 in Head Start and 1/2 day classes using the CLI instrument 3 times during the school year. At the end of the year, the results are in percentages of those students that are considered to be on target for Kindergarten readiness.

Rapid Letter Naming: 82%

Rapid Vocabulary: 83%

Phonological Awareness: 92%

Rote Counting: 82%

Shape Naming: 89%

Counting Sets: 92%

Overall Math: 93%

Early Writing Skills: 87%

Student Academic Achievement Strengths

92% of tested students were considered on-target for kindergarten readiness in pre-reading skills.

93% of tested students were considered to be on target for kindergarten readiness in Math skills.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teachers do not have adequate knowledge of prekindergarten guidelines and alignment to kindergarten TEKS. **Root Cause:** In past school years, there have been lack of targeted professional development regarding the prekindergarten guidelines and kinder alignment.

Problem Statement 2: CLI does not give enough data to drive instruction for the whole class or intervention for individual students. **Root Cause:** CLI tests the same letters, sounds and numbers each time, so some teachers target those letters, sounds and numbers.

Problem Statement 3: 13% of students are not kinder ready in early writing skills. **Root Cause:** Students do not have a strong enough vocabulary or life experiences to drive their skills in early writing.

School Processes & Programs

School Processes & Programs Summary

The committee reviewed the campus programs, policies, procedures and current professional practices.

The campus does not have a solid plan that aligned with the district for RTI. There are not defined tiers of academic support regarding RTI or designated guidelines to support the RTI documentation process.

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

There are some practices to recognize teachers and staff, but they are not targeted at retention and recruitment.

This year, the addition of campus focus groups to help drive campus decisions and processes has helped make campus decisions more of a collaborative effort. At Ball ECC campus PLCs (professional learning communities) are beginning to form and the culture of creating a school that embraces PLCs is in the early stages.

For the 18-19 School year, Special Areas (Music, PE, Art, computers and library) have been added to the master schedule in order to provide collaboration time for teachers.

School Processes & Programs Strengths

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

Campus focus groups, including a campus leadership group, have helped teachers become more proactive in the decision making process for the campus.

Collaborative conference times have given pods of teachers 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is not a clear or consistent RTI process or defined levels of support for our campus. **Root Cause:** The district did not provide

adequate training or resources for prek students needing intervention and documentation of response to intervention.

Problem Statement 2: PLCs are not a solid practice and they are not yet showing the benefits or student academic growth. **Root Cause:** Teachers and campus administration need additional training in implementation of PLCs.

Problem Statement 3: The campus has limited activities that promote a family atmosphere and collaborative culture **Root Cause:** Teachers and staff have limited opportunities and ideas to celebrate each other

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, frequent parent conferences, text messages and phone calls.

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 two separate grant programs; Head Start and a TEA Autism grant, The Whole Child Learning Center. Head Start offers 160 local preK eligible students to attend PreK all day and the Whole Child Learning Center provides support for students and families with Autism.

Perceptions Strengths

Various campus programs are available to eligible students (Head Start, PPCD, 1/2 Day PreK for 3 and 4 year olds)

The Whole Child Learning Center is available to support students with Autism and their families with in home and on campus training.

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.

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: Parents would like more specific monthly trainings that relate to their 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: Limited opportunities for families to participate in authentic events that impact their involvement in their child's education. **Root Cause:** Parents need more understanding of how to impact their students education, positively and to promote academic growth.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 30, 2018

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 Rapid Letter Naming to 85%, Rapid Vocabulary to 85%, overall Phonological Awareness to 95%, Overall Math to 95% and Early Writing Skills to 90% in 2019, as measured in CLI.

Evaluation Data Source(s) 1: CLI Engage

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) 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>	2.4, 2.5, 2.6	Principal, Academic Coach	<p>Utilize PLCs on campus to increase over all phonological awareness and math to 95% on track for Kinder readiness, according to CLI.</p> <p>By November, Ball ECC will have created a PLC agenda, norms, and calendar.</p> <p>By January, the lead teacher on each team will lead weekly PLC meetings utilizing a campus PLC agenda and show evidence of answering the 4 PLC questions.</p> <p>By March, teachers will attend and participate in weekly PLCs in order to address the four critical questions to improve student achievement.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I A - 2000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) 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>2.4, 2.5, 2.6</p>	<p>Principal Instructional Coach</p>	<p>Participate in professional development for teachers and staff to improve overall readiness in phonological awareness to 95% and Math to 95%, according to CLI.</p> <p>By November, campus leadership, including teacher team leads, will identify areas of need and decide on current, appropriate professional development for targeted teachers and staff.</p> <p>By January, teachers and staff will have participated in some professional development for increasing academic achievement and implemented given strategies in the classroom.</p> <p>By March, all professional development opportunities and participants will be identified and strategies will be shared and implemented for increasing student academic achievement for kindergarten readiness.</p>				
<p>Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 211 Title I A - 4500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Ball ECC will employ an instructional coach and two classroom teaching assistants in order to increase instructional capacity of all campus teachers.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal</p>	<p>By utilizing an instructional coach and two classroom teaching assistants, Ball ECC will increase our overall reading and math performance, as measured by Kinder readiness, to 95% as measured on CLI engage.</p>				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I A - 122000.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Ball ECC principal will participate in targeted professional development opportunities to increase leadership effectiveness and teacher capacity to improve student achievement.</p>	2.4, 2.5, 2.6	Principal	<p>Participate in professional development for the campus principal to improve overall readiness in phonological awareness to 95% and Math to 95%, according to CLI.</p> <p>By November, campus leadership, including teacher team leads, will identify areas of need and decide on current, appropriate professional development for principal and staff.</p> <p>By January, the campus principal will have participated in some professional development for increasing academic achievement and implemented given strategies in the classroom.</p> <p>By March, all professional development opportunities and participants will be identified and strategies will be shared and implemented for increasing student academic achievement for kindergarten readiness.</p>				
<p>Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: 211 Title I A - 4000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Ball ECC teachers will create PreK planning guidance documents, framework and suggested lessons and resources for school wide instructional alignment.</p>	2.4, 2.5, 2.6	Principal Academic Coach	<p>Increase academic rigor, social and emotional skills, kindergarten readiness and teacher's understanding and utilization of the preK guidelines. This will then increase students' overall Reading and Math to 95% kindergarten readiness, according to CLI.</p> <p>By November, campus lead teachers will design a plan and what specifics will be in the final documents to be submitted.</p> <p>By January, teams will meet, at least weekly and have a suggested framework for lesson planning complete.</p> <p>By March, all teams will have all documents and completed all projects.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I A - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Teachers do not have adequate knowledge of prekindergarten guidelines and alignment to kindergarten TEKS. **Root Cause 1:** In past school years, there have been lack of targeted professional development regarding the prekindergarten guidelines and kinder alignment.

Problem Statement 3: 13% of students are not kinder ready in early writing skills. **Root Cause 3:** Students do not have a strong enough vocabulary or life experiences to drive their skills in early writing.

School Processes & Programs

Problem Statement 1: There is not a clear or consistent RTI process or defined levels of support for our campus. **Root Cause 1:** The district did not provide adequate training or resources for prek students needing intervention and documentation of response to intervention.

Problem Statement 2: PLCs are not a solid practice and they are not yet showing the benefits or student academic growth. **Root Cause 2:** Teachers and campus administration need additional training in implementation of PLCs.

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

Performance Objective 2: POST-SECONDARY READINESS: By the end of the 2018-2019 school year Pre-K4 students will be able to identify 20 letters and sounds to support secondary readiness.

Evaluation Data Source(s) 2: CLI, teacher made assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will receive professional development in the usage of developmentally appropriate strategies to help students identify 20 letters and sounds.</p>	2.4, 2.5, 2.6	Principal, Academic Coach, Lead Teacher	<p>By the end of the 2018-2019 school year Pre-K4 students will be able to identify 20 letters and sounds to support secondary readiness.</p> <p>By November, 90% of Pre-K4 will be able to identify at least 5 letters and sounds as evidenced by teacher made assessments.</p> <p>By January at least 90% of prek 4 students will be able to identify 10 letters and sounds, as evidenced by teacher made assessments.</p> <p>By March, 90% of Prek 4 students will be able to identify 15 letters and sounds, as evidenced by teacher made assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I A - 0.00</p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Teachers do not have adequate knowledge of prekindergarten guidelines and alignment to kindergarten TEKS. Root Cause 1: In past school years, there have been lack of targeted professional development regarding the prekindergarten guidelines and kinder alignment.</p>

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 91.81% to 93.81%.

Evaluation Data Source(s) 3: Student attendance, climate surveys, employee attendance, homeless, migrant, CLI, participation in school-wide family engagement event.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Hug a Bear assemblies are held monthly to promote positive behavior.	2.5, 2.6	Principals, Counselor, Teachers	Increase social emotional wellness for all students. By November, Ball ECC will have held 2 assemblies and student will have an increased awareness of positive behaviors.				
Critical Success Factors CSF 1 CSF 7 2) PE will be implemented for students, on average, twice weekly at Ball ECC.	2.5	Principal PE instructional aide	Increase gross motor development skills as described in the Texas PreK guidelines. By November a budget for materials and supplies will be set up by the campus principal, PE coach, and district director of whole child learning. By January, supplies will be purchased and training from the director of whole child learning for the Ball ECC campus PE instructional aide will be in effect. By March, the goal of implementation and purchasing will be complete.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I A - 4050.00							

Performance Objective 3 Problem Statements:

Student Academic Achievement





Problem Statement 1: Teachers do not have adequate knowledge of prekindergarten guidelines and alignment to kindergarten TEKS. **Root Cause 1:** In past school years, there have been lack of targeted professional development regarding the prekindergarten guidelines and kinder alignment.

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

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Ball ECC will reduce the percentage of students who "Needs Support" according to CLI by the end of the school year to less than 5% in overall Reading and Math.

Evaluation Data Source(s) 4: CLI end of the year assessment

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Ball ECC will implement a campus wide RTI plan to increase the amount of students that are Kinder ready as defined by CLI engage assessment.</p>	2.4, 2.5, 2.6	Principal Academic Coach	<p>Decrease the amount of students that are identified as "Needs Support" at the end of the year CLI.</p> <p>By November: Campus Instructional Coach and Principal will design a plan to implement and create a campus wide RTI plan to identify students and address their needs using the PLC process.</p> <p>By January: RTI will be addressed during campus PLC grade level meetings, with each grade level, at least monthly.</p> <p>By March: A campus RTI guidance document, policies and procedures will be in place for the 19-20 school year to mirror the district RTI document.</p>				
Problem Statements: School Processes & Programs 1							
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Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There is not a clear or consistent RTI process or defined levels of support for our campus. Root Cause 1: The district did not provide adequate training or resources for prek students needing intervention and documentation of response to intervention.</p>



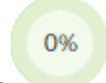

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

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 at least two academic centered parental involvement events for the 18-19 school year.

Evaluation Data Source(s) 1: School Events Calendar
Parent Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) In order to increase meaningful dialogue between parents and staff, Ball ECC will provide parenting courses to include, CPR training, from the school nurse, once a year, during the January parenting course offered by Ball ECC.</p>	3.2	Principal Social Worker Nurse	<p>Increased participation in parenting courses.</p> <p>By the November: School nurse will register for CPR instructor course and campus social worker will plan monthly parent meetings for the year.</p> <p>By January: At least 25 parents will attend monthly parenting meetings and a parenting course for CPR certification will be planned by nurse and social worker</p> <p>By March: All parenting course s and CPR for parents course will be completed.</p>				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 Title I - Parental Involvement - 864.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Campus principal and 2 family specialists will attend "Building Capacity and Strengthening partnerships for family engagement through ESC Region 16.</p>	3.1	Principal	Gain further understanding by campus administration and family specialists in order to increase family engagement in authentic learning opportunities with students.				
<p>Problem Statements: Perceptions 2</p> <p>Funding Sources: 211 Title I - Parental Involvement - 150.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Ball ECC will employ a campus social worker and 2 family engagement specialists in order to support families in connecting with the school district, increasing attendance and students' academic performance.</p>	2.4, 2.6, 3.1, 3.2	Principal Social Worker	<p>Ball ECC will increase the number of parent engagement events and parents participating in these events by 10% from last year. 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>By November: A calendar committee will be created to help facilitate and design all campus wide parental involvement events.</p> <p>By January: The calendar committee will meet at least monthly to evaluate and all campus wide parental involvement events and design at least two events that help to increase academic success in our students.</p> <p>By March: Our calendar committee will have a completed year calendar and provided at least 2 academic parental involvement events for this school year.</p>				
<p>Problem Statements: Perceptions 1, 2 Funding Sources: 211 Title I A - 73000.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Ball ECC will hold 2 academic parent involvement events, centered around Reading and Math strategies.</p>	2.4, 3.2	Principal Academic Coach Social Worker	<p>Parents will be provided at least 2 strategies in Reading and 2 strategies in Math to practice academic skills, at home with their students.</p> <p>By November, the campus calendar committee will have planned and selected dates for each event. Parent surveys will be designed and implemented for distribution after the event.</p> <p>Events will be completed by March and surveys will be evaluated.</p>				
<p>Problem Statements: Perceptions 2 Funding Sources: 211 Title I - Parental Involvement - 800.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parents would like more specific monthly trainings that relate to their needs of their families. **Root Cause 1:** 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: Limited opportunities for families to participate in authentic events that impact their involvement in their child's education. **Root Cause 2:** Parents need more understanding of how to impact their students education, positively and to promote academic growth.

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 and parent/community surveys.

Evaluation Data Source(s) 2: Social Media
Parent Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Ball ECC will utilize social media to promote public relations and communication. Ball Family Specialists, Librarian and admin will post at least weekly to promote positive our positive learning environment.	3.2	Principal Social Worker	Increase parent participation at school events and communication with campus staff by 10% from last year.				
Problem Statements: School Processes & Programs 3 - Perceptions 2							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: The campus has limited activities that promote a family atmosphere and collaborative culture Root Cause 3: Teachers and staff have limited opportunities and ideas to celebrate each other
Perceptions
Problem Statement 2: Limited opportunities for families to participate in authentic events that impact their involvement in their child's education. Root Cause 2: Parents need more understanding of how to impact their students education, positively and to promote academic growth.

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 by including at least community partnerships in parental engagement courses offered at Ball ECC.

Evaluation Data Source(s) 3: Parent Course sign in sheets

Agendas

Surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Monthly Parent Workshops will continue to be offered for parents to include community resources that will benefit families of the students that we serve.		Principal Social Worker	Increase our community presenters in our parent workshops by at least two by the end of the 18-19 school year.				
Problem Statements: Perceptions 1, 2							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Parents would like more specific monthly trainings that relate to their needs of their families. Root Cause 1: 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: Limited opportunities for families to participate in authentic events that impact their involvement in their child's education. Root Cause 2: Parents need more understanding of how to impact their students education, positively and to promote academic growth.

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 Source(s) 1: Teacher retention information

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Ball ECC will design and implement opportunities to celebrate staff for innovative and student centered practices.	2.5		Decrease the amount of teachers electing to resign at the end of the school year by 5%.				
Problem Statements: School Processes & Programs 3							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: The campus has limited activities that promote a family atmosphere and collaborative culture Root Cause 3: Teachers and staff have limited opportunities and ideas to celebrate each other

2018-2019 CPOC

Committee Role	Name	Position
Administrator	Laura Flack	Principal
Non-classroom Professional	DEBRA REILEY	Academic Coach
Community Representative	Andrew Morales	Police Officer - Community
Classroom Teacher	Yolanda Moreno	Teacher
Classroom Teacher	Sarai Lopez	Bilingual Teacher
Classroom Teacher	Kari Luera	Teacher
Classroom Teacher	Christa Green	Teacher
Classroom Teacher	Sarah Kent	Special Education Teacher
Business Representative	Megan Reiley	Seguin Business Owner
Parent	Brian DeRemer	Parent
Administrator	Michelle Saenz	Counselor
District-level Professional	Allison Higginbotham	Central Office Professional
Administrator	Lisa Watts	Campus Social Worker