Lamar Consolidated Independent School District

Seguin Early Childhood Center

2023-2024 Campus Improvement Plan

Mission Statement

Seguin Early Childhood center provides quality early childhood education to ALL students.

Vision

Every student. Every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

NEEDS ASSESSMENT OVERVIEW

The Seguin ECC campus SBDM and CIP Committee team reviewed various campus data to evaluate the overall goals or the district, to complete the campus program evaluation and to outline components of our 2023-2024 needs assessment. These steps were facilitated during the planning meeting on May 26, 2023. the following members were present:

Mary Ellen Rocha-Principal

Stacy Perez-Instructional Coach

Teresa Bradley-Teacher

Alma Garcia-Teacher

Anessa Freeman-Counselor

Dr. Karen Mumphord-PreK Director

Shattoiia Middleton-Teacher

CAMPUS TARGETS

We reviewed the EOY CLI data, student and teacher attendance data, student discipline records, and parent and staff surveys to determine the needs and goals for the 2022-2023 school year.

In an effort to produce continuous improvement for our student population and to educate a "well-rounded" student, the following priorities will be the focal point for the 2022-2023 school year:

1. Provide training and coaching for all Pre-K teachers and paraprofessionals in planning, workstations, social emotional development and instruction.

2. Provide training, coaching, resources for a standard phonics/phonemic awareness program. (Heggerty)

3. Implement Best Practices and monitor with monthly instructional rounds and weekly walk throughs.

4. Provide training and communication to all parents so they understand the learning objectives for their child and provide resources for them to help their child at home.

5. Continue implementing strategies and planning to improve learning of EL and at risk students.

6. Continue to focus on safe and secure schools, and SEL skills through Conscious Discipline.

7. Provide continuous staff development on digital learning apps and programs to enhance teaching and learning.

The CNA reviewed and revised on May 26th, for the 2023-2024 school year.

Demographics

Demographics Summary

NEEDS ASSESSMENT OVERVIEW

Seguin Early Childhood Center has a student population of approximately 297 students. The student body is 80.3% Hispanic, 13.1% African-American, 4.9% White, and 1.6% Two or More Races. The student body is 87.7% economically disadvantaged and 12.3% Non-Educationally Disadvantaged which qualifies our campus as a Title 1 school-wide campus.

We have approximately 38.3% identified as English Language Learners and 3.3% identified as Special Education.

STAFF INFORMATION

Total Staff-53

Teachers -18

Paraprofessionals-17

Classified -10

Auxilliary-8

Campus Administrator- 1

Librarian- 1

Counselor-1

Custodial Staff-4

Cafeteria Staff-3

Diagnostician-1

Nurse-1

Demographics Strengths

Many of our students are Bilingual with English as their second language.

We have a full day Pre-K program as well as an Early Childhood Special Education classroom.

Our campus serves 4 and 5 year old students which allows us to focus on, not only the students academic growth, but their social emotional development as well.

We strive to promote a school climate that is based on high expectations for student achievement through differentiated and rigorous instruction.

Curriculum: Pre-K Guidelines, District Curriculum At A Glance

Conscious Discipline, PBIS, Balanced Literacy Implementation: CIRCLE,Guided Math as is evident in CIRCLE ENG. 90% and 88% for SPAN. on track. Assessments: CLI and Pre-K Checklist.

Technology Integration: Smart Start, Critical Thinking, Communication, Collaboration and Creativity/Problem Solving

Transitions: BOY Home to School and EOY Pre K to Kinder

(Field trips -Blessington Farms, Children's Discovery Museum.

Community/Parental Involvement: Arts and Crafts, Nutrition Class, Health Parent Cafes and Social Emotional Development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Pre- K student enrollment is steadily growing due to district growth. **Root Cause:** Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Problem Statement 2 (Prioritized): Parental support is low. **Root Cause:** Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

Student Learning

Student Learning Summary

Student Achievement Summary

Our students enroll in school at about the same level and abilities since this is their first time in school. Our overall goal is to facilitate the learning of all students so that they all master the required skills set by the state Pre-K guidelines to be successful in school and in their next grade level. Based on assessment data the following strengths and needs were identified.

In the 2022-2023 school overall student achievement:

1. *Pre-K Book/Print Knowledge -* **92%**

2. *Pre-K Rapid Letter Naming -* **English 90% Dual 87%**

3. *CIRCLE Phonological Awareness Overall -* **English 88% Dual 82%**

4. *CIRCLE Math Overall -* **English 97% Dual 92%**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause:** First time enrolling in school with varied background experiences.

Problem Statement 2 (Prioritized): Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause:** Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 3 (Prioritized): Pre- K student enrollment is steadily growing due to district growth.   **Root Cause:** Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Priority Problem Statements

Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.

Root Cause 1: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Parental support is low.

Root Cause 2: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth.

Root Cause 3: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.

Root Cause 4: First time enrolling in school with varied background experiences.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: 95% of Pre-K students will demonstrate proficiency by meeting the "Mastered" standard measured by the LCISD Pre-K Checklist. overall in Literacy and Numeracy Skills by the end of May 2024.

Performance Objective 1: Engagement in Learning Experiences: To provide all Pre-K students with the opportunities for academic learning as well as make students school ready.

HB3 Goal

Evaluation Data Sources: Report Card
Pre-K Checklist
CLI Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate Common Formative Assessment and Student Portfolios.	**Formative**		
Strategy's Expected Result/Impact: 95% of Pre-K students will achieve "Satisfactory Progress" in all academic areas which will be evaluated on Report Card, checklist and CLI.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers EB Specialist Instructional Coach Librarian Principal **Problem Statements:** Student Learning 1 - School Processes & Programs 2	95%	95%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will utilize the Pre-K Road-maps in lesson planning.	**Formative**		
Strategy's Expected Result/Impact: 100% of teachers will implement the State Guide lines as evidenced in the Pre-K Road-maps.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Instructional Coaches Administrator **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 2	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate Computer Based Instruction (Smart Start)	**Formative**		
Strategy's Expected Result/Impact: 85% of Pre-K students will achieve "Satisfactory Progress" in all academic areas reflected on Smart Start Progress Report.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 2	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide enriched language academic opportunities through instruction and assessments.	**Formative**		
Strategy's Expected Result/Impact: 90% of Pre-K students will achieve "Satisfactory Progress" in all academic areas reflected on Report Card, Pre K Checklist, Lesson Plan and CLI.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 2	95%	95%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Small group instruction in ELA and Math will be implemented with fidelity to ensure targeted progress every 9 weeks for all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 90% of Pre-K students will achieve "Satisfactory Progress" in all academic areas reflected on Report Card, Pre-K Checklist and CLI. **Staff Responsible for Monitoring:** Teachers Instructional Coach EB Specialist Administrator **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	100%	85%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor accommodations for Special Education students as indicated in their IEP.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Walkthroughs/observations Lesson Plans Updated IEP's IEP signature sign off Data tracking sheet **Staff Responsible for Monitoring:** Administrator Diagnostician Speech Pathologist Instructional Coach EB Specialist Teachers **Problem Statements:** Student Learning 2 - School Processes & Programs 1	100%	100%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Summer school provided for ESL & Emergent Bilingual Students.	**Formative**		
Strategy's Expected Result/Impact: Summer School Enrollment	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers EB Specialist **Problem Statements:** Student Learning 1 - School Processes & Programs 2	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

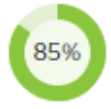| School Processes & Programs |
|---|
| **Problem Statement 1**: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing. |
| **Problem Statement 2**: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences. |

Goal 1: 95% of Pre-K students will demonstrate proficiency by meeting the "Mastered" standard measured by the LCISD Pre-K Checklist. overall in Literacy and Numeracy Skills by the end of May 2024.

Performance Objective 2: Early Literacy: To introduce and increase the verbal and cognitive skills of all Pre-K students using a variety of pre-reading and pre-writing activities.

HB3 Goal

Evaluation Data Sources: Report Card, Pre-K Checklist, CLI Assessment, Lesson plans, Small Group Lesson Plans, walk through data, Smart Start Reports, writing conference portfolios and student writing samples.

Strategy 1 Details	Formative Reviews		
Strategy 1: Refinement of balanced literacy by providing appropriate research based materials.	**Formative**		
Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of LA	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator Instructional Coach EB Specialist Teachers Librarian **Problem Statements:** Student Learning 1 - School Processes & Programs 2	90%	90%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Build writing and literacy skills through Matt Glover's writing strategies.	**Formative**		
Strategy's Expected Result/Impact: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of LA.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	60%	80%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Computer based Reading and Math instruction (Smart Start)	Formative		
Strategy's Expected Result/Impact: 85% of Pre-K students will be on Step 3 in Math and Reading. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	Nov	Feb	June
	75%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of CLI enrichment activities.	Formative		
Strategy's Expected Result/Impact: Summative: 95% of Pre-K students will achieve "satisfactory progress" in the academic development area of ELA. **Staff Responsible for Monitoring:** Teachers Instructional Coach EB Specialist Administrator **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	Nov	Feb	June
	85%	90%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide multisensory activities by incorporating all the components of balanced literacy.	Formative		
Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of LA. **Staff Responsible for Monitoring:** Teachers Instructional Coach EB Specialist Administrator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	Nov	Feb	June
	85%	100%	100%

Strategy 6 Details	Formative Reviews

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement early intervention strategies for students with reading and writing difficulties (small group instruction and coaching).	Formative		
Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of LA. **Staff Responsible for Monitoring:** Teachers Instructional Coach EB Specialist Administrator **Title I:** 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	Nov	Feb	June
	80%	80%	

Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize SCE and Title I Budget for Personnel.	Formative		
Strategy's Expected Result/Impact: Students will be provided with adequate support in and out of the classroom to enhance their learning. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Pre-K Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $1,490,064.54, Librarian - 211 Title I, Part A - $71,750	Nov	Feb	June
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition. **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

School Processes & Programs
Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

School Processes & Programs

Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.

Goal 1: 95% of Pre-K students will demonstrate proficiency by meeting the "Mastered" standard measured by the LCISD Pre-K Checklist. overall in Literacy and Numeracy Skills by the end of May 2024.

Performance Objective 3: Hands-on learning: To provide a variety of hands-on experiences in Math, Science, Social Studies and ELA instruction so that all Pre-K students form meaningful connections between everyday life situations and learning activities.

HB3 Goal

Evaluation Data Sources: Report card, CLI Assessment, Walk Throughs, Anchor Charts, Letter Walls, Science Lab Activities, Flower Beds, Math Small Group Lesson Plans, Pre-K checklist and progress reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement small group Math instruction to develop mathematical concepts using concrete hands on activities.	**Formative**		
Strategy's Expected Result/Impact: Summative-90% of Pre-K students will make satisfactory progress in Math	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach EB Specialist Teachers Administrator **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	85%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of common vocabulary for Pre-K students through the sheltered instructional method of teaching vocabulary.	**Formative**		
Strategy's Expected Result/Impact: 90% of Pre-K students will make satisfactory progress in LA, Math, Science and Social Studies.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator **Problem Statements:** Student Learning 2 - School Processes & Programs 1	85%	85%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of strategies from Balanced Literacy Training.	**Formative**		
Strategy's Expected Result/Impact: Summative-90% of Pre-K students will make satisfactory progress in all academic areas.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist **Problem Statements:** Student Learning 1 - School Processes & Programs 2	90%	90%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will utilize the Science Lab and Campus Garden to investigate the world around them by conducting hands-on experiments using the science process.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will demonstrate acquisition of Science Guidelines through non-linguistic representations such as Science Lab experiments and the maintenance of the Campus Garden. **Staff Responsible for Monitoring:** Teachers Administrator **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	50%	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

School Processes & Programs
Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.
Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.

Goal 1: 95% of Pre-K students will demonstrate proficiency by meeting the "Mastered" standard measured by the LCISD Pre-K Checklist. overall in Literacy and Numeracy Skills by the end of May 2024.

Performance Objective 4: Supplemental Funding Sources: District budget will be supplemented with other funding sources to increase the overall improvement of teaching and learning for all Pre-K Students.

HB3 Goal

Evaluation Data Sources: Meeting Agendas
Grants Awarded
Report Cards, Pre-K Checklist and Student Portfolios

Strategy 1 Details	Formative Reviews		
Strategy 1: 1. Incorporate monthly budget meetings with SBDMT to discuss available funds towards academic programs.	**Formative**		
Strategy's Expected Result/Impact: Alignment of academic programs to better serve our students. **Staff Responsible for Monitoring:** Administrator Site based committee **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Perceptions 1	**Nov**	**Feb**	**June**
	50%	85%	

Strategy 2 Details	Formative Reviews		
Strategy 2: 2. Plan and submit LEAF Grant Applications to fund Pre-K Programs and /or materials designed to promote academic progress.	**Formative**		
Strategy's Expected Result/Impact: Increase student academic achievement and/or social emotional development. **Staff Responsible for Monitoring:** Teachers Administrator **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	**Nov**	**Feb**	**June**
	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: 3. Identification and procurement of materials and activities with Bilingual/ESL funds to address the needs of EBs.	**Formative**		
Strategy's Expected Result/Impact: Summative-90% of Pre-K EL students will achieve satisfactory progress as indicated on the report card, Pre-K checklist and student portfolios. **Staff Responsible for Monitoring:** Teachers EB Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Literacy and Work station Materials - 199 PIC 25 State Bilingual/ESL - $4,224	**Nov**	**Feb**	**June**
	80%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Parental support is low.   **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

School Processes & Programs
Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.
Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.

Perceptions
Problem Statement 1: Parental support is low.   **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

Goal 2: Attract, develop and retain a high quality workforce while keeping the retention rate at 100%.

Performance Objective 1: Retention and Professional Development of staff: To increase the opportunities for staff to develop skills, collaborate and network to improve their T-Tess evaluations and meet their SLO Goals.

Evaluation Data Sources: T-TESS Evaluations
Walk throughs
SLO Goal Completion
PLC's
Learning Walks
Lesson Plans/Scheduled planning time
Instructional Rounds
BOY Professional Development
Coaching logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing technology support for staff.	**Formative**		
Strategy's Expected Result/Impact: Increase staff technology efficiency level from beginning to intermediate and intermediate to advanced.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Librarian Teachers Administrator District Digital Learning Specialist **Problem Statements:** Student Learning 2 - School Processes & Programs 1	85%	85%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Review Climate Survey results and make necessary changes.	**Formative**		
Strategy's Expected Result/Impact: 100% of the staff will respond that "most of the time" they feel the training provided impacts their job performance positively.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Site Based Committee Principal **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	40%	80%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Professional Learning Communities to disaggregate data to ensure students' needs are being met.	Formative		
Strategy's Expected Result/Impact: 100% of the staff will respond that "most of the time" they feel the training provided impacts their job performance positively.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach EB Specialist Teachers Administrator **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	60%	85%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Plan and provide monthly 1/2 day planning.	Formative		
Strategy's Expected Result/Impact: 100% of first year teachers will respond that "most of the time" they feel the training provided impacts their job performance positively on the Campus Climate Survey.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator 1st year teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2	80%	85%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Integrate T-TESS Evaluations as a means of providing timely and goal specific feedback.	Formative		
Strategy's Expected Result/Impact: Provide staff professional development opportunities to address needs identified through T-TESS Evaluations.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Student Learning 1 - School Processes & Programs 2	60%	80%	

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Provide Sheltered Instruction Training and support for staff.	**Formative**		
Strategy's Expected Result/Impact: Continued support in the development of content knowledge, language proficiency, and academic skills for EBs.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: EB Specialist Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1	100%	100%	100%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: EB Specialist and Instructional Coach will assist teachers with the implementation of the Pre-K Curriculum, Differentiation and Best Practices to help at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Summative-90% of Pre-K students will achieve satisfactory progress in Math, Science, Language Arts and Social Studies.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator Teachers Instructional Coach EB Specialist **Title I:** 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 2	80%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.

Student Learning

Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

School Processes & Programs

Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition. **Root Cause**: First time enrolling in school with varied background experiences.

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Perceptions

Problem Statement 2: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Goal 2: Attract, develop and retain a high quality workforce while keeping the retention rate at 100%.

Performance Objective 2: Increase Staff Morale: To provide activities and events to help build staff morale, motivation and retain high quality teachers.

High Priority

Evaluation Data Sources: Monthly Planning Meetings (Sunshine Committee)
Social media postings
Staff Feedback
Campus Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Sunshine Club Committee to plan and implement campus social events and team building activities. (Target Group: All Staff)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Build strong relational capacity. Foster collegiality among all staff members. **Staff Responsible for Monitoring:** Counselor Sunshine Committee Administrator Librarian **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 2	85%	85%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide new teachers with a campus/district mentor, monthly New Teacher Meetings, and campus coaching throughout the year. (Target Group: new teachers)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Retain teachers Increase motivation Build relational capacity **Staff Responsible for Monitoring:** Administrator Teacher Mentor(s) **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 2	100%	100%	100%

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

School Processes & Programs
Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Perceptions
Problem Statement 2: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Goal 3: By May 2024 instructional practices will increase from Proficient to Accomplished as measured by T-TESS (appraisal analysis) for 80% of all teachers.

Performance Objective 1: To provide training and support for campus planning and school improvement efforts to assure consistency in meeting the needs of the campus.

    Evaluation Data Sources: Site based/PLC Agendas/meeting notes
    Teacher Feedback
    Canvas Level Up
    Campus Calendar
    PLC Agenda
    Coaching Logs
    Team Planning Notes
    Learning Walk Feedback Forms
    Purchase Orders
    Budget Allocations

Strategy 1 Details	Formative Reviews		
Strategy 1: Site based team will meet at least 6 times per school year to review and adjust CIP to plan for the school year.	**Formative**		
Strategy's Expected Result/Impact: CIP adjustment/refinement Address campus needs **Staff Responsible for Monitoring:** Site based committee Administrator **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1	**Nov**	**Feb**	**June**
	85%	90%	

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and implement Professional Learning Communities, Instructional Rounds, Team Planning, Learning Walks and Coaching Sessions to address the needs of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Refinement and adjustment of instructional practices **Staff Responsible for Monitoring:** Teachers Instructional Coach EB Specialist Administrator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2	85%	90%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Ongoing technology support on any and all aspects of technology.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase staff technology skills from proficient to advanced **Staff Responsible for Monitoring:** Librarian Teachers Administrator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 2	85%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
Problem Statement 2: Parental support is low.   **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition. **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

School Processes & Programs
Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition. **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Perceptions
Problem Statement 1: Parental support is low. **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.
Problem Statement 2: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Goal 3: By May 2024 instructional practices will increase from Proficient to Accomplished as measured by T-TESS (appraisal analysis) for 80% of all teachers.

Performance Objective 2: Title I, State Compensatory Education, and Bilingual Funds will be used for activities, instructional resources, supplies, reading materials, personnel and staff development.

Evaluation Data Sources: CLI data, Pre-K Checklist and report cards will show rates of 90% mastery of the instructional objectives in the Pre-K Guidelines.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize campus/district personnel to support student instruction and professional development.	**Formative**		
Strategy's Expected Result/Impact: CLI data and report cards will reflect 90% mastery of the instructional objectives in the Pre-K Guidelines.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: EB Specialist Instructional Coach Teachers Administrator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2	85%	85%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase technology, awards, safety supplies, misc. supplies, materials and use to supplement personnel salaries to improve and sustain student instruction and safety.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Maintain and support effective student practices and student safety. **Staff Responsible for Monitoring:** Teachers Administrator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Supplies and Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $4,224	85%	90%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase reading materials and supplies for ESL and Bilingual students for classroom instruction.	Formative		
Strategy's Expected Result/Impact: CLI data and report cards will show rates of each objective at 90% mastery.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers EB Specialist Administrator **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1	85%	90%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Balanced Literacy framework to streamline instructional time to include Read-Aloud, Shared Reading, Guided Reading and Writing.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Well balanced teaching approach Differentiation opportunities **Staff Responsible for Monitoring:** EB Specialist Instructional Coach Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2	85%	90%	

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Research based staff development opportunities will be provided to ensure staff members are highly qualified and are able to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Summative-Teachers will share strategies learned at staff development during PLC's and team planning. Principal will monitor strategies on lesson plans and classroom instruction. **Staff Responsible for Monitoring:** EB Specialist Instructional Coach Administrator **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 2	80%	90%	

Strategy 6 Details	**Formative Reviews**		
Strategy 6: EB Specialist and Instructional Coach will provide coaching and instructional activities for teachers to help support At-Risk students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Facilitation in providing differentiated small group instruction. **Staff Responsible for Monitoring:** EB Specialist Instructional Coach Teachers **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1	85%	90%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.

Student Learning

Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

School Processes & Programs

Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition. **Root Cause**: First time enrolling in school with varied background experiences.

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Perceptions

Problem Statement 2: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Goal 4: By May 2024 Seguin Families will attend 2 out of 6 Family Engagement Sessions.

Performance Objective 1: Systems will be in place to coordinate and communicate parent engagement activities.

Evaluation Data Sources: 95% of parents will respond strongly agree/agree on the K-12 Parent Survey that they are kept informed of events and activities on campus.
Parent Engagement Session Sign in sheets
Facebook postings
Skylert campus messages to parents
Newsletters

Strategy 1 Details	Formative Reviews		
Strategy 1: Publish Bilingual Monthly Newsletters and Skylert announcements as needed.	**Formative**		
Strategy's Expected Result/Impact: Increase in Family Engagement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Counselor Administrator Administrative Assistant EB Specialist Instructional Coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2	85%	90%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Meet The Teacher, Parent Orientation, and District Block Party will be held before the start of the school year to prepare parents/ students with the transition to Pre-K.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 100% of parents will respond strongly agree/agree on the Climate Parent Survey that they are kept informed of events and activities on campus. **Staff Responsible for Monitoring:** Teachers Counselor Administrator **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule parent conferences at the end of the 1st 9-weeks, and individual conferences anytime throughout the year to review report cards, individual student achievement, and/or behavior, Parent/Student/Teacher Compact/PFE Policy and any other topic.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase relational capacity 100% of parents will respond strongly agree/agree on the Climate Parent Survey that they are kept informed of their child's progress. **Staff Responsible for Monitoring:** Teachers EB Specialist Instructional Coach Counselor Family Support Specialist Administrator **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Plan Monthly Family Engagement workshops for parents.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 96% of students will make satisfactory progress in Math, Science, Language Arts, Writing and Social Studies. **Staff Responsible for Monitoring:** Teachers EB Specialist Instructional Coach Project Learn Librarian Counselor Administrator **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	60%	90%	

Strategy 5 Details	Formative Reviews		
Strategy 5: CLI Resources will be provided to parents.	**Formative**		
Strategy's Expected Result/Impact: Additional parent support to help their child at home.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers EB Specialist Instructional Coach Administrator **Problem Statements:** Demographics 2 - Perceptions 1	65%	90%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Ongoing communication will be provided through social media platforms, campus web page, newsletters, communication apps, and Skylert.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 95% of parents will respond strongly agree/agree on the K-12 Parent Survey that they are kept informed of events and activities on campus. **Staff Responsible for Monitoring:** Counselor Librarian Teachers Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	70%	90%	

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide Title I Informational meetings.	**Formative**		
Strategy's Expected Result/Impact: Increase parental involvement.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator Counselor EB Specialist Instructional Coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	50%	90%	

Strategy 8 Details	Formative Reviews		
Strategy 8: Instructional Coach and Clerk will coordinate and facilitate Seguin's Volunteer Program.	**Formative**		
Strategy's Expected Result/Impact: Increase volunteer participation.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Librarian Clerk Teachers Counselor EB Specialist Instructional Coach Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	50%	85%	

Strategy 9 Details	Formative Reviews		
Strategy 9: Nurse will provide Health Parent Cafe sessions and Nutrition Classes once every nine weeks.	**Formative**		
Strategy's Expected Result/Impact: Increase parental involvement and knowledge.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Nurse Instructional Coach Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	N/A	N/A	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
Problem Statement 2: Parental support is low.   **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

Student Learning

Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

School Processes & Programs

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Goal 5: By May 2024 Seguin ECC will ensure a safe and positive environment as evidenced in EOY Survey at least 90% of families will indicate their child is safe at school.

Performance Objective 1: Limit office referrals to no more than 40 by May 2024 through the implementation of social emotional programs to provide procedures and processes that create and maintain a safe and orderly environment.

Evaluation Data Sources: Skyward Office Referrals
Surveys
RTI documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Conscious Discipline, Character Counts, PBIS, and Dan St. Romain as part of our school-wide discipline plan to help students learn self regulation.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease in office referrals and behavior interventions. **Staff Responsible for Monitoring:** Administrator EB Specialist Instructional Coach Counselor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - School Processes & Programs 1	75%	90%	

Strategy 2 Details			**Formative Reviews**		
Strategy 2: Provide lessons, resources (books/puppets/calming room) for teachers to help students learn self-regulation skills and character traits.			**Formative**		
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease in office referrals and counselor referrals for anger and emotion control. **Staff Responsible for Monitoring:** Teachers Instructional Coach Counselor Administrator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1			60%	85%	

Strategy 3 Details			**Formative Reviews**		
Strategy 3: Monitor Crisis Management Plan. Conduct monthly safety drills and daily door sweeps. Provide emergency kits to utilize as needed.			**Formative**		
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Safe and positive school environment. **Staff Responsible for Monitoring:** Administrator Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1, 3 - Perceptions 2			50%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
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Student Learning

Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth. **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

School Processes & Programs

Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

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Perceptions

Problem Statement 1: Parental support is low. **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

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
Goal 5: By May 2024 Seguin ECC will ensure a safe and positive environment as evidenced in EOY Survey at least 90% of families will indicate their child is safe at school.

Performance Objective 2: Provide programs and structures to address and improve student behavior and safety, including bullying awareness.

Evaluation Data Sources: Discipline referrals
Progress Reports/Report Cards

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Positive Behavior Interventions and Supports.	**Formative**		
Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Maintain 25 or less discipline referrals by the end of May 2024. **Staff Responsible for Monitoring:** Counselor Teachers Administrator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	65%	85%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate drug awareness activities during Red Ribbon Week.	**Formative**		
Strategy's Expected Result/Impact: Drug Awareness Positive Campus Culture **Staff Responsible for Monitoring:** Counselor Teachers Administrator **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 2	**Nov**	**Feb**	**June**
	25%	80%	

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Bullying prevention training for teachers to promote safety and protect against violence and bullying. Utilize Character Counts, The Great Kindness Challenge, and Conscious Discipline.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Maintain 25 or less discipline referrals. Positive Campus Culture **Staff Responsible for Monitoring:** Counselor Teachers Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 1, 2	55%	85%	

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Incorporate social emotional learning through shared reading using "My Self" Social Emotional Kits.	**Formative**		
Strategy's Expected Result/Impact: Decrease in discipline referrals	**Nov**	**Feb**	**June**
Classroom management improvement evidenced in walkthroughs and objectives. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	70%	90%	

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Utilize calming room to support students struggling with self regulation and social emotional development.	**Formative**		
Strategy's Expected Result/Impact: Maintain 25 or less discipline referrals.	**Nov**	**Feb**	**June**
Improvement of student mental health **Staff Responsible for Monitoring:** Counselor Family Support Specialist Teachers Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	60%	85%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
Problem Statement 1: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
Problem Statement 2: Parental support is low.   **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.
Student Learning
Problem Statement 1: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.
Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
School Processes & Programs
Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment.   **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.
Problem Statement 2: When students arrive at school their skill levels are unknown in the following CLI objectives that related to the established state Pre-K Guidelines: Social-Emotional, Physical, Cognitive, Language, Math and English Language Acquisition.   **Root Cause**: First time enrolling in school with varied background experiences.
Problem Statement 3: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.
Perceptions
Problem Statement 1: Parental support is low.   **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.
Problem Statement 2: Pre- K student enrollment is steadily growing due to district growth.   **Root Cause**: Growth is due to Seguin ECC being the overflow campus for Tamarron, Frost and Austin Elementary. Surrounding zoned neighborhood has no room for developing.

Goal 5: By May 2024 Seguin ECC will ensure a safe and positive environment as evidenced in EOY Survey at least 90% of families will indicate their child is safe at school.

Performance Objective 3: To provide a safe and organized transition from Pre-K to Kindergarten.

HB3 Goal

Evaluation Data Sources: Teacher and parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a transition orientation visit for Pre-K students to visit their receiving elementary campus by May 2024.	**Formative**		
Strategy's Expected Result/Impact: Transition visit attendance and parent surveys.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator Counselor Teachers Administrative Assistant **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	N/A	55%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Pre-K to Kindergarten Moving On Ceremony- To celebrate our students' transition to Kindergarten. Provide an opportunity for parents to share in the transition celebration with their child.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parent attendance (sign in sheets) parent surveys **Staff Responsible for Monitoring:** Administrator Teachers Counselor Librarian Staff members **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	N/A	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

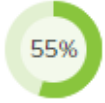| Demographics |
|---|
| **Problem Statement 2**: Parental support is low. **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school. |

Student Learning
Problem Statement 2: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

School Processes & Programs
Problem Statement 1: Some students need additional support and/or instruction in appropriate behaviors for a public school academic environment. **Root Cause**: Young children entering school for the first time may not have a fully developed behavioral skill set appropriate to a school or classroom environment. Emotional maturity is still developing.

Perceptions
Problem Statement 1: Parental support is low. **Root Cause**: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to best support their child in school.

State Compensatory

Budget for Seguin Early Childhood Center

Total SCE Funds: $4,026.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

SCE funds will be utilized for Smart Start (Waterford) to enhance student readiness for KG. (No Title 1 Funds available to purchase software.)

Personnel for Seguin Early Childhood Center

Name	Position	FTE
Ashley Fyke	ESL Teacher	1
Bridget Helmcamp	ESL Teacher	1
Elizabeth Tinajero	Pre-K Teacher	1
Jordan Jones	Pre-K Aide	1
Maritsa Cruz	PreK Aide	1

Title I

2.2: Regular monitoring and revision

Will be monitored and revised during our January and April Site base meeting.

2.3: Available to parents and community in an understandable format and language

It is posted on our LCISD School Web page.

We have a binder in the front office as well for parents to look through it.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Mary Ellen Rocha	Administrator
Non-classroom Professional	Anessa Freeman	Counselor
Classroom Teacher	Alma Garcia	Bilingual Teacher
Classroom Teacher	Teresa Bradley	ESL Teacher
District-level Professional	Karen Mumphord	Pre-K Director
Classroom Teacher	Shattoiia Middleton	Classroom Teacher

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Anessa Freeman	counselor
Administrator	Mary Ellen Rocha	Administrator
Paraprofessional	Memry Gilmore	Paraprofessional
Classroom Teacher	Braulio Linares	Bilingual Classroom Teacher
Non-classroom Professional	Lourdes Powell	EB Specialist
Classroom Teacher	Cynthia Jordan	Classroom Teacher
Classroom Teacher	Blanca Tamez	ECSE Teacher
Non-classroom Professional	Stacy Perez	Instructional Specialist
Parent	Jicela Faz	parent
Parent	Maria Salazar	Parent
Parent	Maria Watson	Parent
Parent	Ayesha Aziz	parent
Parent	Pamela Moreno	parent

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	Librarian		$71,750.00
				Sub-Total	$71,750.00
				Budgeted Fund Source Amount	$71,750.00
				+/- Difference	$0.00
			199 PIC 30 State SCE Title I-A, Schoolwide Activit		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	Pre-K Personnel		$1,490,064.54
3	2	2	Supplies and Materials		$4,224.00
				Sub-Total	$1,494,288.54
				Budgeted Fund Source Amount	$1,494,288.54
				+/- Difference	$0.00
			199 PIC 25 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Literacy and Work station Materials		$4,224.00
				Sub-Total	$4,224.00
				Budgeted Fund Source Amount	$4,224.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,570,262.54
				Grand Total Spent	$1,570,262.54
				+/- Difference	$0.00