

Lamar Consolidated Independent School District
Seguin Early Childhood Center
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

Every student. Every day.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: 93% of Pre-K students will demonstrate proficiency by meeting the "On Track" standard measured by CLI Assessment overall in Literacy and Numeracy Skills by the end of May 2023.	12
Goal 2: Attract, develop and retain a high quality workforce while keeping the retention rate at 100%.	19
Goal 3: During the 2022-2023 school year, instructional practices will increase from Proficient to Accomplished as measured by T-TESS (appraisal analysis) for all teachers.	24
Goal 4: During the 2022-2023 school year, Seguin ECC will ensure a safe and positive environment.	32
State Compensatory	37
Budget for Seguin Early Childhood Center	38
Personnel for Seguin Early Childhood Center	38
Title I	38
1. Comprehensive Needs Assessment (CNA)	39
1.1: Comprehensive Needs Assessment	39
2. Campus Improvement Plan	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.3: Available to parents and community in an understandable format and language	39
3. Annual Evaluation	39
4. Parent and Family Engagement (PFE)	39
5. Targeted Assistance Schools Only	39
Title I Personnel	39
Campus Funding Summary	40

Comprehensive Needs Assessment

Revised/Approved: June 13, 2022

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 of the district, to complete the campus program evaluation and to outline components of our 2022-2023 needs assessment. These steps were facilitated during the planning meeting on May 26, 2022. The following members were present:

Mary Ellen Rocha-Principal

Cynthia Preas-Librarian

Teresa Bradley-Teacher

Alma Garcia-Teacher

Anessa Freeman-Counselor

Braulio Linares-Teacher

Chloe Vergara-Teacher

Marisol Viveros-Paraprofessional

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.
8. Provide resources for students to develop their critical thinking skills through hands on activities and LIP time.

The CNA was developed, reviewed and revised on May 26th, for the 2022-2023 school year.

Demographics

Demographics Summary

NEEDS ASSESSMENT OVERVIEW

Seguin Early Childhood Center has a student population of approximately 218 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 89.1% economically disadvantaged and 10.9% 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-43

Teachers -15

Paraprofessionals-16

Professional Support -1

Campus Administration- 1

Part-time Librarian- 1

Full-time Counselor-1

Custodial Staff-3

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Pre- K student enrollment is the lowest it has been since 2019. **Root Cause:** Parents not registering their 4 year old children due to pandemic. PK students generally have the lowest attendance rates due to it being their first time in school. The parents are also unaware that once they enroll their student in public school PK that they are required to follow the compulsory attendance laws.

Problem Statement 2 (Prioritized): Some teachers feel that they need a high level of parent support. **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 support teachers.

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 2021-2022 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: 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): Student with disabilities may need additional support to fully access Pre- K, age appropriate learning. **Root Cause:** PPCD was removed from our campus approximately 4 years ago.

Problem Statement 3 (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.

Priority Problem Statements

Problem Statement 3: Some teachers feel that they need a high level of parent support.

Root Cause 3: Since this may be the parents first time with a school-aged child, they may not have the ability or know how to support teachers.

Problem Statement 3 Areas: Demographics - Perceptions

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: Student with disabilities may need additional support to fully access Pre- K, age appropriate learning.

Root Cause 2: PPCD was removed from our campus approximately 4 years ago.

Problem Statement 2 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: 93% of Pre-K students will demonstrate proficiency by meeting the "On Track" standard measured by CLI Assessment overall in Literacy and Numeracy Skills by the end of May 2023.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate Common Formative Assessment and Student Portfolios.</p> <p>Strategy's Expected Result/Impact: 93% of Pre-K students will achieve "Satisfactory Progress" in all academic areas which will be evaluated on Report Card, checklist and CLI.</p> <p>Staff Responsible for Monitoring: Teachers EL Lead Teacher Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize the Pre-K Road-maps in lesson planning.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will implement the State Guide lines as evidenced in the Pre-K Road-maps.</p> <p>Staff Responsible for Monitoring: Teachers EL Lead Teacher Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate Computer Based Instruction (Smart Start)</p> <p>Strategy's Expected Result/Impact: 90% of Pre-K students will achieve "Satisfactory Progress" in all academic areas reflected on Report card, Smart Start Progress Report, Pre-K Checklist and CLI.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide enriched language academic opportunities through instruction and assessments.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Small group instruction in ELA and Math will be implemented with fidelity to ensure targeted progress every 9 weeks for all students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers EL Lead Administrator</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase the general education interventions through differentiated instruction. Strategy's Expected Result/Impact: Decrease special education referrals Staff Responsible for Monitoring: EL Lead Teachers Diagnostician Speech Pathologist Administrator ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Monitor accommodations for Special Education students as indicated in their IEP. Strategy's Expected Result/Impact: Walkthroughs/observations Lesson Plans Updated IEP's IEP signature sign off Staff Responsible for Monitoring: Administrator Diagnostician Speech Pathologist EL Lead Teachers	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Summer school provided for EL & Bilingual Students. Strategy's Expected Result/Impact: Summer School Enrollment Staff Responsible for Monitoring: Teachers EL Lead	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: 93% of Pre-K students will demonstrate proficiency by meeting the "On Track" standard measured by CLI Assessment overall in Literacy and Numeracy Skills by the end of May 2023.

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, walk through data, Smart Start Reports, writing conference portfolios and student writing samples

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Refinement of balanced literacy by providing appropriate research based materials.</p> <p>Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of ELA</p> <p>Staff Responsible for Monitoring: Administrator EL Lead Teacher Teachers Part-time librarian</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Build writing and literacy skills through Matt Glover's training while focusing on Pre-K students writing their own books with teacher conferencing.</p> <p>Strategy's Expected Result/Impact: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of ELA.</p> <p>Staff Responsible for Monitoring: Teachers EL Lead Administrator</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Computer based Reading and Math instruction (Small Waterford Reading Academy) Strategy's Expected Result/Impact: 90% of Pre-K students will be "on track" in the academic development area of ELA and Numeracy. Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of CLI enrichment activities. Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of ELA. Staff Responsible for Monitoring: Teachers EL Lead	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide multisensory activities by incorporating all the components of balanced literacy. Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of ELA. Staff Responsible for Monitoring: Teachers EL Lead ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement early intervention strategies for students with reading and writing difficulties (small group instruction and coaching). Strategy's Expected Result/Impact: Summative: 90% of Pre-K students will achieve "satisfactory progress" in the academic development area of ELA. Staff Responsible for Monitoring: Teachers EL Lead Title I: 2.6	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: 93% of Pre-K students will demonstrate proficiency by meeting the "On Track" standard measured by CLI Assessment overall in Literacy and Numeracy Skills by the end of May 2023.

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 Math Assessment, 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. Strategy's Expected Result/Impact: Summative-90% of Pre-K students will make satisfactory progress in Math Staff Responsible for Monitoring: EL Lead Teachers Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of common vocabulary for Pre-K students through the sheltered instructional method of teaching vocabulary. Strategy's Expected Result/Impact: 90% of Pre-K students will make satisfactory progress in ELA, Math, Science and Social Studies. Staff Responsible for Monitoring: Teachers EL Lead	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of strategies from Balanced Literacy Training. Strategy's Expected Result/Impact: Summative-90% of Pre-K students will make satisfactory progress in all academic areas. Staff Responsible for Monitoring: Teachers El Lead	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>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 processes.</p> <p>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 Raised Garden Beds.</p> <p>Staff Responsible for Monitoring: Teachers Administrator</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: 93% of Pre-K students will demonstrate proficiency by meeting the "On Track" standard measured by CLI Assessment overall in Literacy and Numeracy Skills by the end of May 2023.

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		
<p>Strategy 1: 1. Incorporate monthly budget meetings with SBDMT to discuss available funds towards academic programs. Strategy's Expected Result/Impact: Alignment of academic programs to better serve our students. Staff Responsible for Monitoring: Administrator Site based committee</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 2. Plan and submit LEAF Grant Applications to fund Pre-K Programs and /or materials designed to promote academic progress. Strategy's Expected Result/Impact: Increase student academic achievement and/or social emotional development. Staff Responsible for Monitoring: Teachers Administrator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 3. Identification and procurement of materials and activities with Bilingual/ESL funds to address the needs of EL's. 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 El Lead</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Literacy and Work station Materials - 199 PIC 25 State Bilingual/ESL - \$2,460</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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/Effective planning time

Instructional Rounds

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ongoing technology support for staff. Strategy's Expected Result/Impact: Increase staff technology efficiency level from beginning to intermediate and intermediate to advanced. Staff Responsible for Monitoring: Librarian Teachers Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Review Climate Survey results and make necessary changes. 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. Staff Responsible for Monitoring: Site Based Committee Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Professional Learning Communities to disaggregate data to ensure students' needs are being met. 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. Staff Responsible for Monitoring: EL Lead Teachers Administrator</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Participate in New Teacher Mentoring.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrator 1st year teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Integrate T-TESS Evaluations as a means of providing timely and goal specific feedback.</p> <p>Strategy's Expected Result/Impact: Provide staff professional development opportunities to address needs identified through T-TESS Evaluations.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide Sheltered Instruction and ELPS Training and support for staff.</p> <p>Strategy's Expected Result/Impact: Continued support in the development of content knowledge, language proficiency, and academic skills for EL's.</p> <p>Staff Responsible for Monitoring: EL Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: EL Lead will assist teachers with the implementation of the Pre-K Curriculum, Differentiation and Best Practices to help at-risk students.</p> <p>Strategy's Expected Result/Impact: Summative-90% of Pre-K students will achieve satisfactory progress in Math, Science, Language Arts and Social Studies.</p> <p>Staff Responsible for Monitoring: Administrator Teachers EL Lead</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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.

Evaluation Data Sources: Monthly Planning Meetings (Sunshine Committee)

Facebook postings

Staff Feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Sunshine Club Committee to plan and implement campus social events and team building activities. (Target Group: All Staff)</p> <p>Strategy's Expected Result/Impact: Build strong relational capacity. Foster collegiality among all staff members.</p> <p>Staff Responsible for Monitoring: Counselor Sunshine Committee Administrator Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will be recognized throughout the year to include Para and Teacher of the Month. (Target Group: All Staff)</p> <p>Strategy's Expected Result/Impact: Positive school culture Strong relational capacity</p> <p>Staff Responsible for Monitoring: Counselor Sunshine Committee Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide new teachers with a campus/district mentor, monthly New Teacher Meetings, and campus coaching throughout the year. (Target Group: new teachers)</p> <p>Strategy's Expected Result/Impact: Retain teachers Increase motivation Build relational capacity</p> <p>Staff Responsible for Monitoring: Administrator Teacher Mentor(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: During the 2022-2023 school year, instructional practices will increase from Proficient to Accomplished as measured by T-TESS (appraisal analysis) for 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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: CIP adjustment/refinement Address campus needs</p> <p>Staff Responsible for Monitoring: Site based committee Administrator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Plan and implement Professional Learning Communities, Instructional Rounds, Team Planning, Learning Walks and Coaching Sessions to address the needs of all students.</p> <p>Strategy's Expected Result/Impact: Refinement and adjustment of instructional practices</p> <p>Staff Responsible for Monitoring: Teachers EL Lead Administrator</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ongoing technology support on any and all aspects of technology.</p> <p>Strategy's Expected Result/Impact: Increase staff technology skills from proficient to advanced</p> <p>Staff Responsible for Monitoring: Librarian Teachers Administrator</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: During the 2022-2023 school year, instructional practices will increase from Proficient to Accomplished as measured by T-TESS (appraisal analysis) for 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 and report cards will show rates of each objective at 90% instructional objectives will correlate to the Pre-K Guidelines 90% of the time.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize campus/district personnel to support student instruction and professional development.</p> <p>Strategy's Expected Result/Impact: CLI data and report cards will show rates of each objective at 90% instructional objectives will correlate to the Pre-K Guidelines 90% of the time.</p> <p>Staff Responsible for Monitoring: EL Lead Teachers Administrator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Pre-K Personnel - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,128,014.02</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase technology, awards, safety supplies, misc. supplies and materials to improve student instruction and safety.</p> <p>Strategy's Expected Result/Impact: Maintain and support effective student practices and student safety.</p> <p>Staff Responsible for Monitoring: Teachers Administrator</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$17,795</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase reading materials and supplies for EL and Bilingual students for classroom instruction.</p> <p>Strategy's Expected Result/Impact: CLI data and report cards will show rates of each objective at 90%.</p> <p>Staff Responsible for Monitoring: Teachers EL Lead Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Balanced Literacy framework to streamline instructional time to include Read-Aloud, Shared Reading, Guided Reading and Writing.</p> <p>Strategy's Expected Result/Impact: Well balanced teaching approach Differentiation opportunities</p> <p>Staff Responsible for Monitoring: EL Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: EL Lead Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: EL Lead will provide coaching and instructional activities for teachers to help support At-Risk students.</p> <p>Strategy's Expected Result/Impact: Facilitation in providing differentiated small group instruction.</p> <p>Staff Responsible for Monitoring: EL Lead Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: During the 2022-2023 school year, instructional practices will increase from Proficient to Accomplished as measured by T-TESS (appraisal analysis) for all teachers.

Performance Objective 3: 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		
<p>Strategy 1: Publish Bilingual Monthly Newsletters and Skylert announcements as needed.</p> <p>Strategy's Expected Result/Impact: Increase in Family Engagement</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator Administrative Assistant</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet The Teacher & Parent Orientation will be held before the start of the school year to prepare parents/students with the transition to Pre-K.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>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, Parent/Student/Teacher Compact and any other topics.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers EL Lead</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Plan Monthly Family Engagement workshops for parents.</p> <p>Strategy's Expected Result/Impact: 96% of students will make satisfactory progress in Math, Science, Language Arts, Writing and Social Studies.</p> <p>Staff Responsible for Monitoring: EL Lead Project Learn Librarian Counselor Administrator</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$4,026</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CLI Resources will be provided to parents.</p> <p>Strategy's Expected Result/Impact: Additional parent support to help their child at home.</p> <p>Staff Responsible for Monitoring: EL Lead Parent Engagement Specialist Administrator</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Ongoing communication will be provided through social media platforms, campus web page, newsletters, communication apps, and Skylert.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor Librarian Teachers Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide Title 1 Informational meetings.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement.</p> <p>Staff Responsible for Monitoring: Administrator Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: During the 2022-2023 school year, Seguin ECC will ensure a safe and positive environment.

Performance Objective 1: Limit office referrals to no more than 25 by May 2023 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		
<p>Strategy 1: Implement Conscious Discipline as part of our school-wide discipline plan to help students learn self regulation. Provide ongoing training and resources to all staff on Conscious Discipline.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and behavior interventions.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide lessons, resources (books/puppets/calming room) for teachers to help students learn self-regulation skills and character traits.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and counselor referrals for anger and emotion control.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor Crisis Management Plan. Conduct monthly safety drills. Provide emergency kits to utilize (as needed) at recess and during drills.</p> <p>Strategy's Expected Result/Impact: Monthly drill logs and after action reports.</p> <p>Staff Responsible for Monitoring: Administration Nurse Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: During the 2022-2023 school year, Seguin ECC will ensure a safe and positive environment.

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		
<p>Strategy 1: Implement Positive Behavior Interventions and Supports. (Sunshine Bucks) Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground.</p> <p>Strategy's Expected Result/Impact: Maintain 25 or less discipline referrals by the end of May 2023.</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Integrate drug awareness activities during Red Ribbon Week.</p> <p>Strategy's Expected Result/Impact: Drug Awareness Positive Campus Culture</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrator</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Stop bullying training-provide students with guidance lessons that promote safety and protect against violence and bullying. Utilize Character Counts, The Great Kindness Challenge, and Conscious Discipline.</p> <p>Strategy's Expected Result/Impact: Maintain 25 or less discipline referrals. Positive Campus Culture</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate social emotional learning through shared reading using "My Self" Social Emotional Kits to help build Social Emotional Development.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Classroom management improvement evidenced in walkthroughs and objectives.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize calming room to support students struggling with self regulation and social emotional development.</p> <p>Strategy's Expected Result/Impact: Maintain 25 or less discipline referrals. Improvement of student mental health</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: During the 2022-2023 school year, Seguin ECC will ensure a safe and positive environment.

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		
<p>Strategy 1: Provide a transition orientation visit for Pre-K students to visit their receiving elementary campus by May 2023.</p> <p>Strategy's Expected Result/Impact: Transition visit attendance and parent surveys.</p> <p>Staff Responsible for Monitoring: Administration Librarian Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Pre-K to Kindergarten Stepping Up Ceremony- To celebrate our students' transition to Kindergarten. Provide an opportunity for parents to share in the transition celebration with their child.</p> <p>Strategy's Expected Result/Impact: Parent attendance (sign in sheets) parent surveys</p> <p>Staff Responsible for Monitoring: Administration, Teachers Counselor Librarian Staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Seguin Early Childhood Center

Total SCE Funds: \$4,026.00

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

SCE funds will be utilized for Parent Engagement Sessions. Sessions are structured to teach parents strategies to help their child at home, especially the At-Risk students.

Personnel for Seguin Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Rubio	PreK Aide	1
Alma Garcia	PreK Bilingual Teacher	1
Amy Carrasco	PreK Bilingual Teacher	1
Braulio Linares	PreK Bilingual Teacher	1
Cynthia Jordan	PreK Bilingual Teacher	1
Edith Moreno	PreK Aide	1
Kendyl Vallejo	PreK Aide	1
Lorena Hermoso	PreK Bilingual Teacher	1
Marisol Viveros	PreK Aide	1
Memry Gilmore	PreK Aide	1
Navila Hussain	PreK Aide	1
Rachel Madewell	PreK Bilingual Teacher	1
Rebeca Schafer	PreK Aide	1
Rosana Diaz	PreK Bilingual Teacher	1
Rose Mary Martinez	PreK Bilingual Teacher	1
Sandra Mims	PreK Aide	1
Shattoiia Middleton	PreK Bilingual Teacher	1
Teresa Bradley	PreK Bilingual Teacher	1
Veronica Garcia	PreK Aide	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

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.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Rubio	Paraprofessional	Title 1	1
Alma Garcia	Teacher	Title 1	1
Amy Carrasco	Teacher	Title I	1
Autumn Arismendez	Paraprofessional	Title 1	1
Braulio Linares	Teacher	Title I	1
Cynthia Jordan	Teacher	Title 1	1
Edith Moreno	Paraprofessional	Title 1	1
Kendyl Vallejo	Paraprofessional	Title 1	1
Lorena Hermoso	Teacher	Title I	1
Marisol Viveros	Bilingual Paraprofessional	Title 1	1
Marisol Viveros	Paraprofessional	Title 1	1
Memry Gilmore	Paraprofessional	Title 1	1
Nabila Hussain	Paraprofessional	Title 1	1
Rachel Madewell	Teacher	Title I	1
Rebeca Schafer	Paraprofessional	Title 1	1
Rosana Diaz	Teacher	Title I	1
Rosemary Martinez	Teacher	Title I	1
Sandra Mims	Paraprofessional	Title 1	1
Shattoiia Middleton	Teacher	Title I	1
Teresa Bradley	Teacher	Title I	1
Veronica Garcia	Bilingual Paraprofessional	Title 1	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$17,795.00
Sub-Total					\$17,795.00
Budgeted Fund Source Amount					\$17,795.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Pre-K Personnel		\$1,128,014.02
3	3	4			\$4,026.00
Sub-Total					\$1,132,040.02
Budgeted Fund Source Amount					\$1,132,040.02
+/- 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		\$2,460.00
Sub-Total					\$2,460.00
Budgeted Fund Source Amount					\$2,460.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,152,295.02
Grand Total Spent					\$1,152,295.02
+/- Difference					\$0.00