

Seguin Independent School District
Ball Early Childhood Center
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

Inspire all to play, love, learn.

Value Statement

We believe Seguin ISD is at its best when:

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Ball Early Childhood Center began the comprehensive needs assessment for the 2023-2024 school year on April 10th. The current CNA was distributed and directions given to SBDM team lead to discuss with their teams following the CNA/Study Team Process-brainstorm, do homework, review/ root cause analysis and plan. On May 10th during staff meeting the teachers were dividie into the four areas-Demographics, Student Achievement, Perceptions, Processes. Each group worked in their area to discover Why we do this work? Strengths and problem statements and root causes.

Timeline:

May the SBDM committee met to Refine & Root Cause Analysis to review data and conduct root cause analysis to help refine problem/need statements.

June the SBDM committee met to finalize the problem statements, enter summary statements, problem statements and root causes. The SBDM committee then voted to approve the CNA

August the teachers and staff will review a mission and vision statement and began reviewing and analyzing data from the 22-23 school year.

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

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

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

Demographics

Demographics Summary

W.B. Ball Early Childhood Center is the only High Quality Prekindergarten campus for all of Seguin ISD and the campus serves approximately 396 students (up from 2022).

Ball ECC offers programs for qualifying students in Prek 3 and PreK 4. Special Education with specialized support is offered for students needing specialized instruction. Ball offers a one Way-dual Language to Spanish speaking,PreK 3 and 4 students. The ethnic breakdown has remained relatively steady at Ball. The ethnic breakdown is the following:

- **73.8% Hispanic,**
- **18.8% White**
- **4.3% African American**
- **0.6% Asian**
- **0.0% Pacific Islander,**
- **0.0% American Indian**
- **2.5% Two or More races.**

Ball ECC has approximately;

- **95.1% Economically disadvantaged students,**
- **4.9% Non educationally disadvantaged**
- **17.9% English Language Learners**
- **55.2% At risk**
- **12.3% Special education,**
- **0.6% Immigrant**
- **0.0% Migrant**
- **3.1% Military**
- **0.3% Foster**
- **1.5% Homeless**
- **0.3%. 504**

The teacher demographics; 50.1% Hispanic 49.9% White. Teachers with Masters Degree 11.2%, 26% Dual certified special education/general education teachers, Teachers with Bachelors Degree 100%, 100% Title 1

Ball ECC, maintains a 1:11 adult to student ratio in all classrooms by placing paraprofessional staff in each classroom.

Demographics Strengths

- * **High Quality Pre K Program**
- * **Biliteracy Award-nationally recognized seal of biliteracy pathway.**
- * **Voted Best Preschool in Seguin**
- * **High Quality Inclusion Program with 26% dual certified teachers**
- * **21.1 % of our teachers are ESL or Bilingual**
- * **Mentor program**
- * **Professional Learning Communities established**
- * **High percentage of our staff are hispanic and represent the population of the school.**

The ration of 1:11 students is maintained and followed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hiring ECSE and Bilingual teachers **Root Cause:** Bilingual and ECSE certified teachers are a high demanding certifications and we have limited candidates for the openings.

Problem Statement 2 (Prioritized): Projected growth is impacting available space and resource (classrooms, teachers, aides,). **Root Cause:** Seguin Population is growing and schools are being affected by the growth.

Problem Statement 3 (Prioritized): Special education population is increasing every year. Students are not receiving early interventions (0-3) before enrolling in preschool. **Root Cause:** The community is not aware of the Early Intervention Programs (ECI/Child Find) available to Parents.

Student Learning

Student Learning Summary

For the 2022-2023 School Year, CLI Engage from the Children's Learning Institute at The University of Texas, is the recommended Prekindergarten assessment by the commissioner of Education of Texas.

Ball ECC assessed students in the Prek 4 and Pre K 4 ECSE students using the CLI Instrument 3 times (BOY< MOY< EOY) during the school year. The following EOY scores were reported.

Measure	On Track English	On Track EB Students
Rapid Letter naming	83%	78%
Rapid Vocabulary	70%	81%
Overall Phonological Awareness	88%	83%
Syllabication	87%	96%
Onset-Rime	84%	
Alliteration	59%	84%
Rhyming	61%	84%
Overall Math Measure	88%	95%
Rote counting	77%	83%
Shape naming	83%	80%
Number Discrimination	85%	86%
Number Naming	80%	84%
Shape discrimination	88%	91%
Counting Sets	83%	88%
Operations	63%	63%
Letter Sound correspondence	90%	88%
Story Retell and Comprehension	92%	94%

Measure	On Track English	On Track EB Students
Book and Print Knowledge	88%	91%
Early Writing Scores	92%	91%
Social And Emotional Learning	82%	88%

Student Learning Strengths

88% of our pre K 4 students are on track in Phonological Awareness /83% of our bilingual Pre K 4 are on track

- **Consistent phonemic awareness occurred during Message Board**
- **Explicit phonemic awareness program was used-Heggerty**

88% of our Pre K 4 students are on track in Math/95% of our bilingual PreK 4 are on track

- **Math intervention groups.**

92% of our Pre k 4 students are on track in Early Writing/91%of our bilingual PreK 4 are on track

- **Writing is provided in every work station.**
- **Journal writing is part of lesson plan.**

92% of our Pre K 4 students are on track in Social and Emotional Learning/98% of our bilingual Pre K 4 students are on track

- **Social skills lessons in every classroom-positive action**
- **Social stories**
- **guidance Lessons from a full time counselor**

Students showed growth from BOY to EOY.

Strategies for teaching skills were identified and shared during PLC and RTI.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills. **Root Cause:** Students expressive and receptive language is not on level. Vocabulary is very limited.

Problem Statement 2 (Prioritized): 11% of English speaking students and 3% of EB students not on track in the area of Math. **Root Cause:** Lack of consistent math program.

Problem Statement 3 (Prioritized): 18% of English speakers and 12% of EB students need support in social and emotional learning. **Root Cause:** Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Problem Statement 4 (Prioritized): Students need opportunities to naturally learn science and social studies vocabulary. **Root Cause:** Lack of exposure to outdoor and natural experiences.

Problem Statement 5 (Prioritized): Attendance still a concern at Pre K level. **Root Cause:** Pk is students first experience with school and naturally have weaker immune systems for lack of exposure to others.

School Processes & Programs

School Processes & Programs Summary

The campus will serve PreK 3 and 4 eligible students full day in 2023-2024 school year. The ECSE 4 year olds are served full day, while the ECSE 3year olds are served in a half day program

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

The campus will use Three Cheers and modified Highscope Philosophy as a focus for instruction.

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

The campus will designate a staff member to serve as the SEL representative and serve on the district committee.

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

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

The campus will continue to use the Seesaw platform as a communication tool with parents and community.

The campus will continue to use Imagine Math, ABC Mouse and My On as part of the district technology support for students. Bilingual Students also use Paso, a Paso and le Con Angel

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

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

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

The Family Partnership Action Team will meet once a month to plan family events for the school calendar

The Celebration Team will meet once a month to plan celebrations and improve school culture.

The SEL/PBIS Team will meet once a month to plan for Social and Emotional Learning and Behavior Expectations of the campus.

School Processes & Programs Strengths

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

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

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

The RTI monthly process has helped teachers monitor student achievement or the lack of.

Staff shout outs, monthly staff and teacher recognition have proven beneficial for teachers and staff members to celebrate each other and promote a collaborative environment.

The implementation of conscious discipline has created a brain-based social-emotional learning that has built resilience in our students, teachers and school (School Family)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students who are in classrooms with extreme, disruptive behavior occurs, struggle more socially and academically **Root Cause:** The RTI and behavior data show that classrooms that have students with extreme, aggressive behavior also have a higher number of students needing tier 2 interventions in academic skills. Teachers are giving more time to social skills and implementing safety measures instead of working on academic intervention strategies.

Problem Statement 2 (Prioritized): The para-professionals are needing additional training in academic strategies and behavior strategies. **Root Cause:** The para are with students more than teachers. They are not given opportunities for training. they are hourly employees and can not attend after school training.

Problem Statement 3: There are too many behavior support programs. We need to narrow down and reset. **Root Cause:** The components from each behavior support program that are valuable, some are district initiatives, not appropriate to Prek, so we adopt our own, this we have too many.

Problem Statement 4 (Prioritized): There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors **Root Cause:** There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Problem Statement 5 (Prioritized): Campus expectations for common areas such as ; playground, hallways, specials, cafeteria need precise clarification. **Root Cause:** Misconceptions on what is the link program appropriate or Pre K appropriate and behavior support programs.

Perceptions

Perceptions Summary

- **Ball ECC is a high quality prek program with Certified teachers in all classrooms.**
- **Based on various campus wide events that showcase students success and participating in student learning, parents have a generally positive experience with Ball Early Childhood Center. Teachers, administration and other staff members strive to make the transition to school as positive as possible. The campus embraces a strong family environment with Hug-a-Bear events, holiday and multicultural parades, coffee with principal, frequent parent conferences, text messages and phone calls, call-outs and social media.**
- **Ball ECC offers a variety of parent education courses, monthly planned by a campus social worker and two family specialists. PAC (Parent Advisory Committee) meetings are held monthly to allow parents to discuss concerns and talk with the campus principal about needs of campus families.**
- **Student attendance rate was 91.6% for the 2021-2022 school year.**

Perceptions Strengths

- **Various campus programs are available to eligible students (ECSE, Full Day 4 year old program)**
- **Parents have multiple ways to communicate with campus staff to ensure that their child's needs are being met.**
- **Support for families is provided by the social worker and two family specialists. .**
- **Counselor supports students and families in a very positive and meaningful way.**
- **Monthly parent courses are available to support families transition into Seguin ISD and understand available community programs.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance needs to increase. **Root Cause:** Parents lack knowledge of how to develop home routines, and the importance of school attendance. PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance.. Transportation is also a factor in that parents do not access school transportation.

Problem Statement 2 (Prioritized): Need more opportunities for parents to be involved in activities. **Root Cause:** Parents have been hesitant to volunteer at school.'

Problem Statement 3 (Prioritized): Ball is viewed as a daycare by the community and not a high quality preschool program in SISD. **Root Cause:** When you google day cares Ball ECC is one that is listed.

Problem Statement 4: Low attendance for parent workshops. **Root Cause:** Not enough parent by in. Parents are not making an effort to attend the events.

Priority Problem Statements

Problem Statement 1: Projected growth is impacting available space and resource (classrooms, teachers, aides,).

Root Cause 1: Seguin Population is growing and schools are being affected by the growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special education population is increasing every year. Students are not receiving early interventions (0-3) before enrolling in preschool.

Root Cause 2: The community is not aware of the Early Intervention Programs (ECI/Child Find) available to Parents.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills.

Root Cause 3: Students expressive and receptive language is not on level. Vocabulary is very limited.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 11% of English speaking students and 3% of EB students not on track in the area of Math.

Root Cause 4: Lack of consistent math program.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 18% of English speakers and 12% of EB students need support in social and emotional learning.

Root Cause 5: Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students need opportunities to naturally learn science and social studies vocabulary.

Root Cause 6: Lack of exposure to outdoor and natural experiences.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Attendance still a concern at Pre K level.

Root Cause 7: Pk is students first experience with school and naturally have weaker immune systems for lack of exposure to others.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students who are in classrooms with extreme, disruptive behavior occurs, struggle more socially and academically

Root Cause 8: The RTI and behavior data show that classrooms that have students with extreme, aggressive behavior also have a higher number of students needing tier 2

interventions in academic skills. Teachers are giving more time to social skills and implementing safety measures instead of working on academic intervention strategies.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The para-professionals are needing additional training in academic strategies and behavior strategies.

Root Cause 9: The para are with students more than teachers. They are not given opportunities for training. they are hourly employees and can not attend after school training.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors

Root Cause 10: There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Campus expectations for common areas such as ; playground, hallways, specials, cafeteria need precise clarification.

Root Cause 11: Misconceptions on what is the link program appropriate or Pre K appropriate and behavior support programs.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Attendance needs to increase.

Root Cause 12: Parents lack knowledge of how to develop home routines, and the importance of school attendance. PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance.. Transportation is also a factor in that parents do not access school transportation.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Need more opportunities for parents to be involved in activities.

Root Cause 13: Parents have been hesitant to volunteer at school.'

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Ball is viewed as a daycare by the community and not a high quality preschool program in SISD.

Root Cause 14: When. you google day cares Ball ECC is one that is listed.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Goals

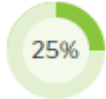

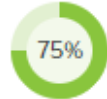



Goal 1: Ball Early Childhood Center will show an increase in the percentage of students who achieve "on track" for kinder readiness.

Performance Objective 1: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall phonological awareness from 88% to 90%

High Priority

HB3 Goal

Evaluation Data Sources: ESGI Formative Assessments, CLI BOY

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.</p> <p>Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers will use a common formative assessment using the ESGI software to track data from the BOY to the EOY.</p> <p>Strategy's Expected Result/Impact: The use of formative assessment will align teachers. and improve instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All Ball ECC teachers will participate in developmentally appropriate PD to support the various learning needs of our students.</p> <p>Strategy's Expected Result/Impact: Increase understanding and utilization of Pre k guidelines and social/emotional skills, through targeted professional development. This will then increase students' overall Phonological Awareness to 90%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide intervention support for emergent literacy, writing and math to support the kinder readiness.</p> <p>Strategy's Expected Result/Impact: By utilizing classroom teaching assistants, Ball ECC will increase overall kinder readiness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, phonemic awareness resources and include social and emotional development, as outlined in the State of Texas, Prekindergarten Guidelines.</p> <p>Strategy's Expected Result/Impact: Resources purchased will help support student learning and increase the overall phonemic awareness score from 88% to 90%</p> <p>Staff Responsible for Monitoring: Principal Assistant principal ILT team</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Projected growth is impacting available space and resource (classrooms, teachers, aides,). **Root Cause:** Seguin Population is growing and schools are being affected by the growth.

Student Learning

Problem Statement 1: 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills. **Root Cause:** Students expressive and receptive language is not on level. Vocabulary is very limited.

Problem Statement 2: 11% of English speaking students and 3% of EB students not on track in the area of Math. **Root Cause:** Lack of consistent math program.



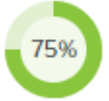






Problem Statement 3: 18% of English speakers and 12% of EB students need support in social and emotional learning. **Root Cause:** Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Goal 1: Ball Early Childhood Center will show an increase in the percentage of students who achieve "on track" for kinder readiness.


Performance Objective 2: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall writing from 88% to 90%


High Priority

Evaluation Data Sources: ESGI Formative Assessments, CLI BOY,MOY and EOY, Progress Monitoring, RTI Monthly meetings, PLC Weekly Meetings, writing rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.</p> <p>Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers will develop and use a writing rubric to align expectations.</p> <p>Strategy's Expected Result/Impact: The use of writing rubric will align instruction, scaffold instruction and provide a unified scoring system to track student progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ILT Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All Ball ECC teachers will participate in developmentally appropriate PD to support the various learning needs of our students.</p> <p>Strategy's Expected Result/Impact: Increase understanding and utilization of Pre k guidelines and social/emotional skills, through targeted professional development. This will then increase students' overall Writing to 90%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify



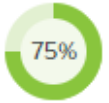



 Discontinue








Goal 2: Ball Early Childhood Center will show an increase in the percentage of students who achieve "on track" for kinder readiness.

Performance Objective 1: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall in the area of math from 88% to 90%.

High Priority



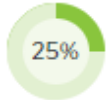







Evaluation Data Sources: ESGI Formative Assessments, CLI BOY MOY and EOY, Progress Monitoring, RTI Monthly meetings, PLC Weekly Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.</p> <p>Strategy's Expected Result/Impact: Principal Assitant Principal PLC Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers will utlize math supplemental materials (curriculum) to align to the new prek guidelines.</p> <p>Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, including math resources as outlined in the State of Texas, Prekindergarten Guidelines.</p> <p>Strategy's Expected Result/Impact: Resources purchased will help support student learning and increase the overall math score from 88% to 90%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ILT Team</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 35%	 85%	
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 3: Ball ECC will increase college and career readiness opportunities.

Performance Objective 1: At the Pre K level , Ball ECC will increase College and Career Readiness by providing instruction and learning opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ball ECC will support College and Career Readiness by supporting College T-shirt or career field shirt weekly on Wednesday.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year Pre-K4 students will be able to recognize that there are College and Career opportunities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary-places on school calendar</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC teachers will display their diploma and college pennant and share with students the meaning to bring awareness to a college degree.</p> <p>Strategy's Expected Result/Impact: Increase awareness of the different Universities teachers attended.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ball ECC will promote career readiness by holding a Career Day Parade. Students will dress as what they want to be when they grow up and parade for the Ball Community to see.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year Pre-K4 students will be able to recognize the many College and Career opportunities.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Social Worker</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Ball ECC will promote career readiness by providing learning opportunities and activities in classroom on careers available to them when they grow up.</p> <p>Strategy's Expected Result/Impact: The Early Childhood Curriculum has a unit on careers and this will introduce the awareness of different jobs and opportunities students can have when they grow up.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







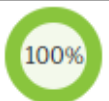
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Goal 4: Ball ECC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard

Performance Objective 1: Ball ECC will increase learning opportunities that support the health and well being of all students by addressing safety, fitness, attendance, and emotional support of all student populations.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ball ECC will increase attendance from 91.0% to 93%</p> <p>Strategy's Expected Result/Impact: Student attendance increase will result in better academic performance for students.</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Social worker and Family Specialist</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC will monitor chronic absenteeism by implementing interventions: truancy letters, home visits, phone calls, attendance clerk call home</p> <p>Strategy's Expected Result/Impact: Student attendance increase will result in better academic performance for students.</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Social worker and Family Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ball ECC will implement Sensory Areas and sensory paths outdoors to support brain connections that enable students to complete tasks and react with what is going on around them.</p> <p>Strategy's Expected Result/Impact: Sensory paths and areas provide opportunities for students to self regulate their emotions.</p> <p>Staff Responsible for Monitoring: Principal Assitant Principal ILT Team</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		


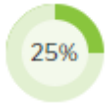



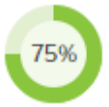
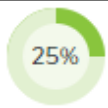
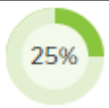
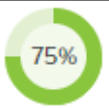
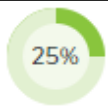






Strategy 4 Details	Reviews			
<p>Strategy 4: Hug A Bear Monthly individual students and Class Recognition will be held in the Classroom Environment Acknowledgment of social and emotional recognition will take place through Seesaw and Facebook platforms.</p> <p>Strategy's Expected Result/Impact: Students will develop social and emotional skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teacher Family Team</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ball ECC will continue offering Music/ART, PE, Technology and STEAM to serve the whole child during a specials block of time.</p> <p>Strategy's Expected Result/Impact: Increase gross motor and fine motor development skills, cognitive development, problem solving and cooperative play.</p> <p>Staff Responsible for Monitoring: Principal Specials Team</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ball ECC will hold at least 12 Campus and Family Events during the 23-24 school year.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Attendance needs to increase. Root Cause: Parents lack knowledge of how to develop home routines, and the importance of school attendance. PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance.. Transportation is also a factor in that parents do not access school transportation.</p>

Goal 5: Ball ECC will improve staff satisfaction.

Performance Objective 1: Ball ECC will recruit, retain and engage effective teachers and administrators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ball ECC principal and assistant principal will participate in targeted professional development opportunities and other public school visits to increase leadership effectiveness and teacher capacity to improve student achievement.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball Teachers will receive Mindful Monday's from counselor weekly Strategy's Expected Result/Impact: Support the emotional needs of staff. Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ball ECC will achieve a turnover rate of less than 5% Staff Responsible for Monitoring: Principal Assitant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Ball ECC will design and implement opportunities to celebrate staff with Teacher/Staff Member of the Month, Kindness Board, Perfect Attendance Awards, Birthday Celebrations, Wellness Wednesday Strategy's Expected Result/Impact: Decrease the amount of teachers that have attendance issues and promote a positive culture of collaboration. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				










Goal 6: Ball ECC will improve student, staff, parent and community perception

Performance Objective 1: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families

Strategy 1 Details	Reviews			
<p>Strategy 1: The social worker and family specialist will attend professional development opportunities to gain effective techniques to empower parents, students and staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have an opportunity in the Fall to have one on one Meet the Teacher appointments and Parent Conferences with parents. to support the students in the classroom. make the home to school connections stronger.</p> <p>Strategy's Expected Result/Impact: The one on one meetings will provide parents an opportunity to become familiar with the classroom, the teacher and the school.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: Teachers, Instructional Assistants, Family Team and Administrators will promote the positive events happening at Ball ECC through the use of monthly newsletters, What's Happening at Ball Monthly Communication, Facebook posts, website, seesaw platform in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase the opportunities to connect with families and the community about Ball ECC.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 7: Ball ECC will provide the foundation for kinder readiness to support the campuses in SISD to reach the A or B rating.

Performance Objective 1: Ball ECC will support the elementary campuses by engaging in dialogue on the pre-kindergarten students transitioning to kindergarten.

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre Kinder Teachers will provide a curriculum folder for each four-year-old at the EOY to have updated data on each student.</p> <p>Strategy's Expected Result/Impact: The Kinder teachers will be able to have update information on the students that attended Ball.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Ball ECC will align the pre-kinder report card with the kinder report card.</p> <p>Strategy's Expected Result/Impact: Parents will be familiar with the format of the reporting system for Pre Kinder and Kinder students and it will ease some anxiety.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ball ECC will have transitional meetings at the End of the Year with Elementary Campus Principals. Special Education teachers will hold transitional meetings with Elementary Special Education Teachers.</p> <p>Strategy's Expected Result/Impact: Elementary Campuses will have academic and social emotional documentation on incoming kinder students to help support students from the beginning of their kinder year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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>				

2023-2024 CPOC

Committee Role	Name	Position
Administrator	Debra Reiley	Principal
Administrator	Maria Guerra	Assistant Principal
Social Worker	Amanda Matthews	Social Worker
Counselor	Shelly Ray	Counselor
Classroom Teacher	Tracy Tate	Special Education Teacher
Classroom Teacher	Jeanene Nickerson	3 year old Teacher
Classroom Teacher	Sarai Lopez	Bilingual 4 year old teacher
Classroom Teacher	Kim Miller	4 year old teacher
Classroom Teacher	Vanessa Ramirez	4 year old teacher
Business Representative	Megan Reiley	Business Representative
Community Representative	Fonda Mathis	Community Representative
Community Representative	Janice Weaver	Community Representative
Parent	Kristy Stevens	Parent
Classroom Teacher	Tammy Bennett	Classroom Teacher

Addendums



BALL EARLY CHILDHOOD CENTER

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus
Serving Grades EE-PK

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF BALL EARLY CHILDHOOD CENTER

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Ball Early Childhood Center annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Ball Early Childhood Center utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Ball Early Childhood Center continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Ball Early Childhood Center regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Ball Early Childhood Center has a total student population of 345 students. Of the total population of students, ethnic distributions are as follows: 4.1% African American, 71.0% Hispanic, 22.0% White, 0.0% American Indian, 0.6% Asian, 0.0% Pacific Islander and 2.3% Two or More Races. Additional identifiers of the total population include: 89.9% Economically Disadvantaged, 10.1% Non-Educationally Disadvantages, 16.8% Emergent Bilingual and English Learners, and 0.0% with discipline placements. Specific to the intent and purpose of SCE program support, 53.0% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Ball Early Childhood Center			Readiness Test		LEP	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%
PK	424	100%	201	47%	58	14%
Totals	424	100%	201	47%	58	14%

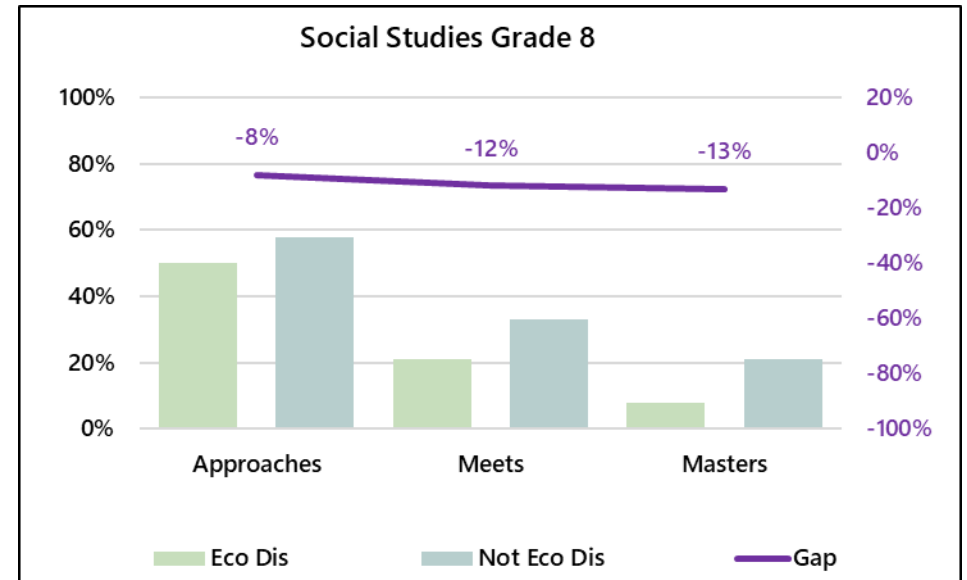
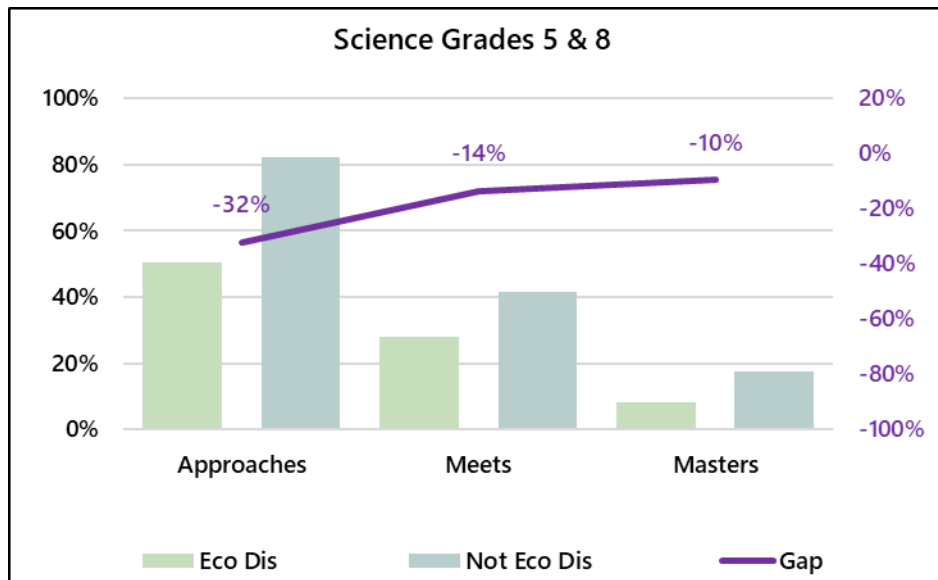
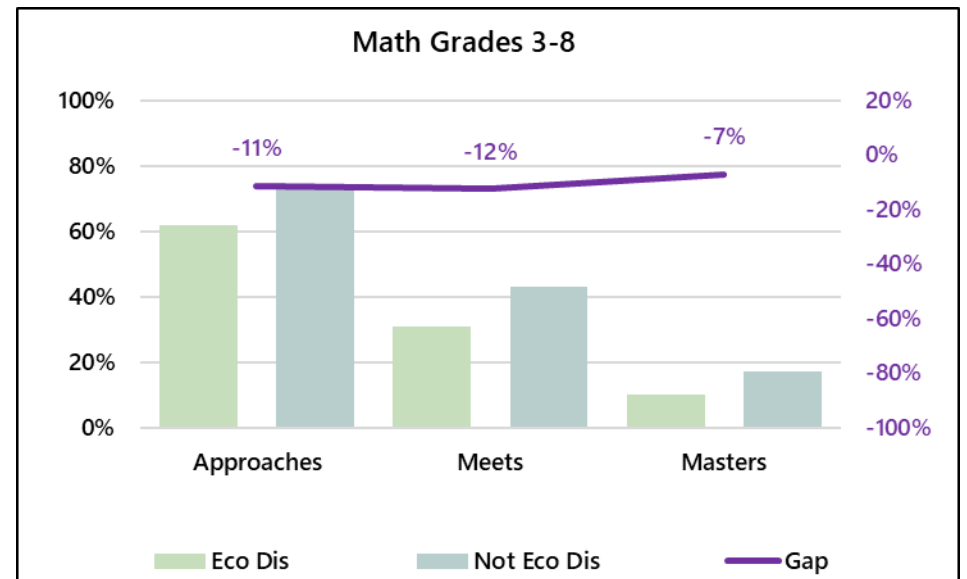
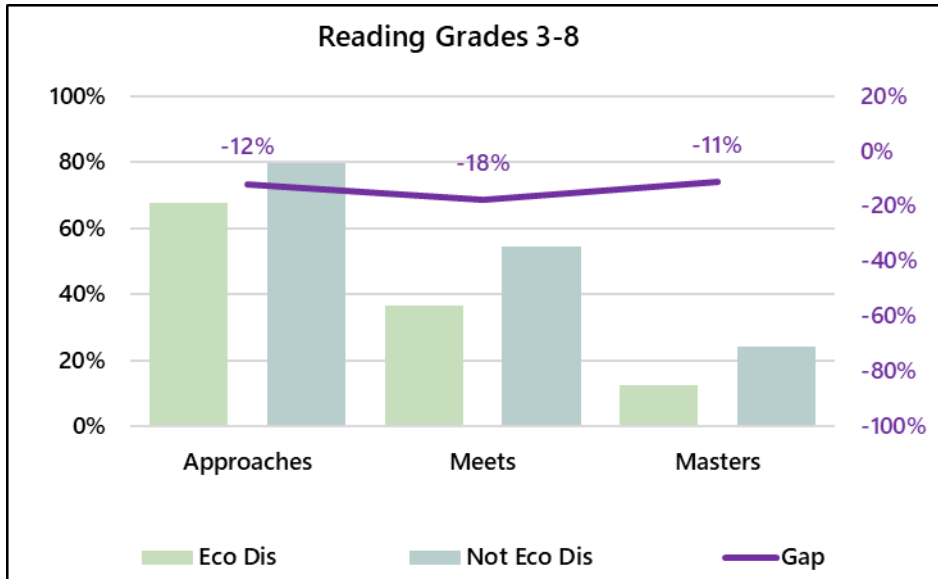
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–8, 5th and 8th grade science, and 8th grade social studies. TEA released the 2023 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

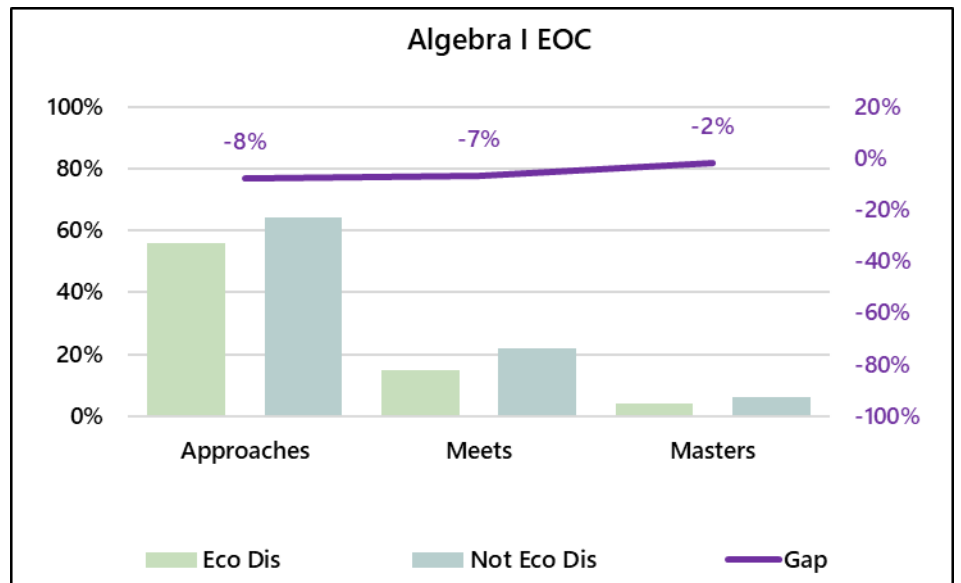
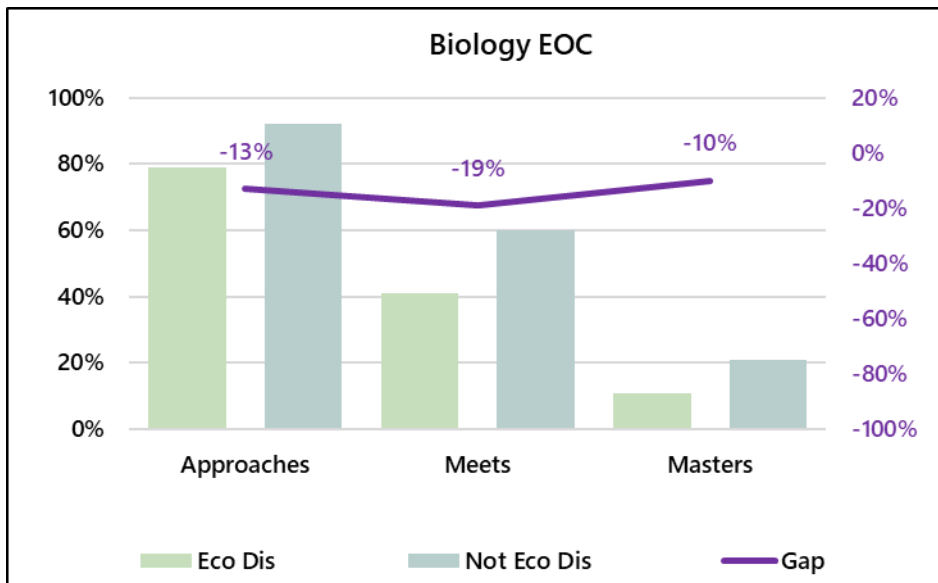
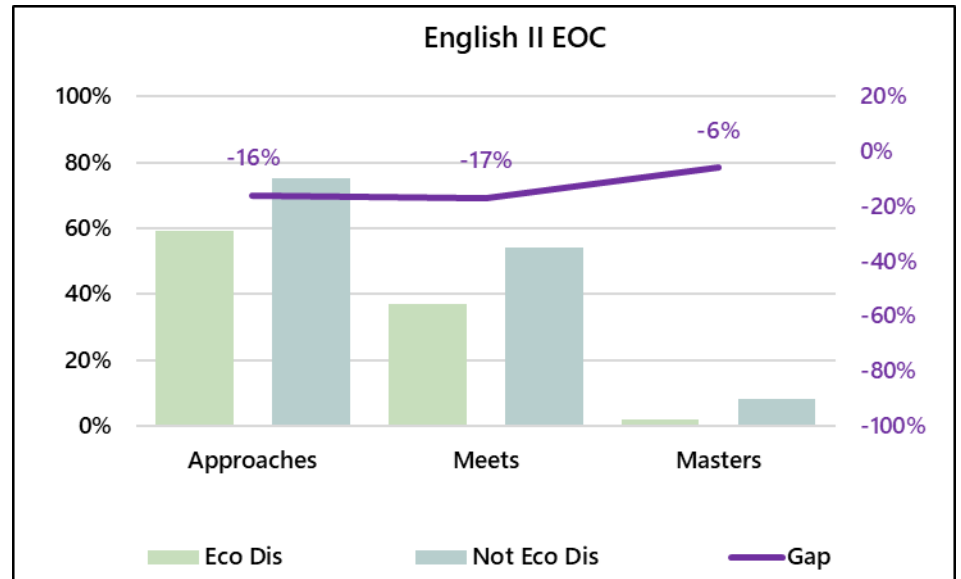
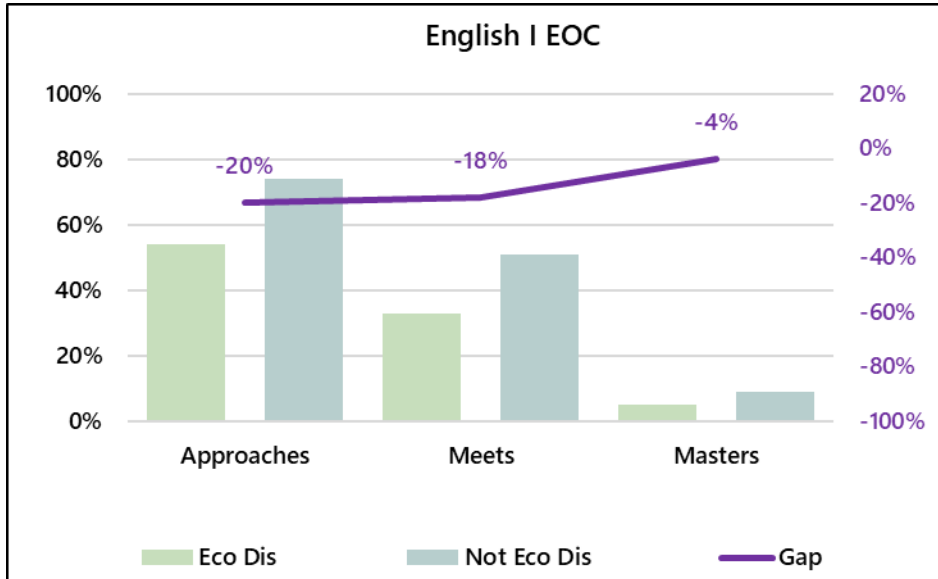
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Ball Early Childhood Center’s accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

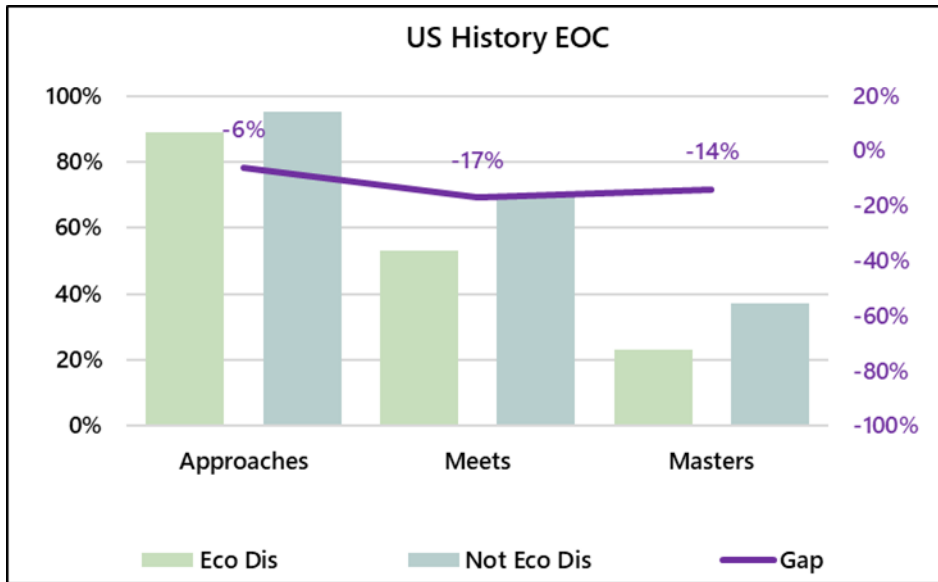
Economically disadvantaged compared to not economically disadvantaged



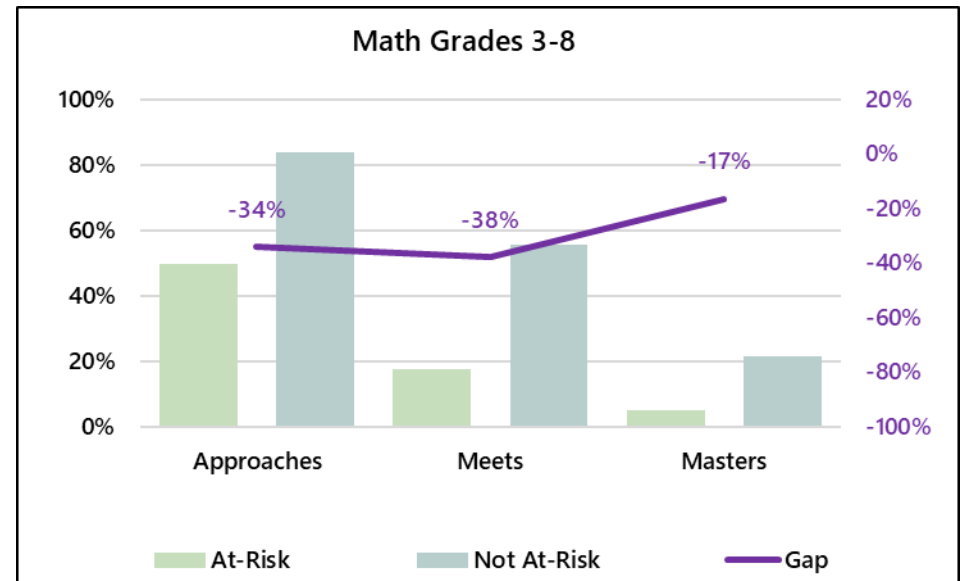
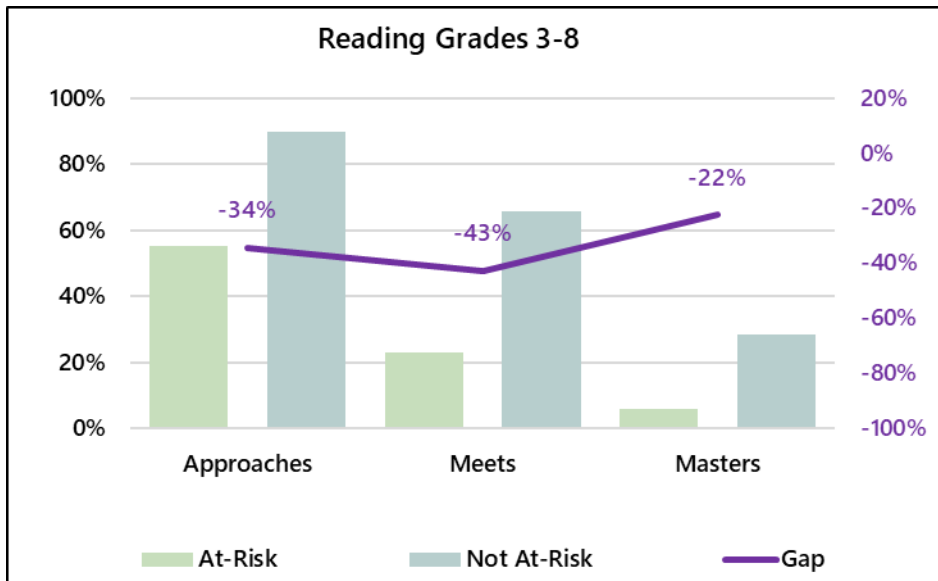
Economically disadvantaged compared to not economically disadvantaged (continued)



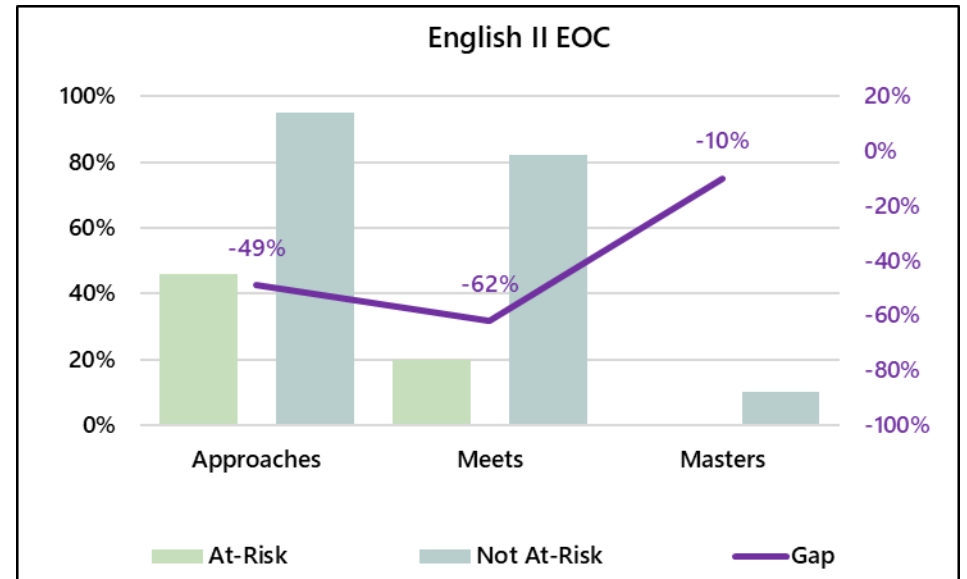
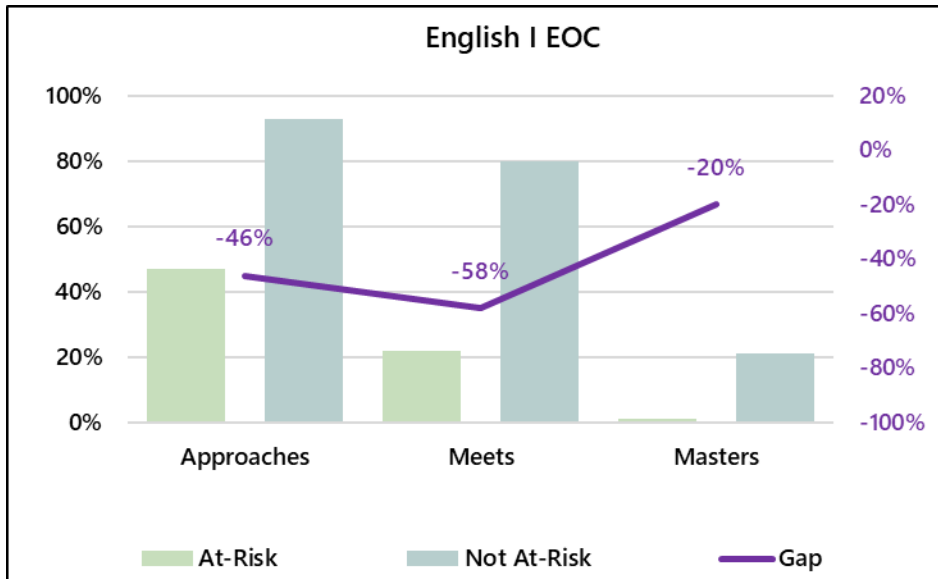
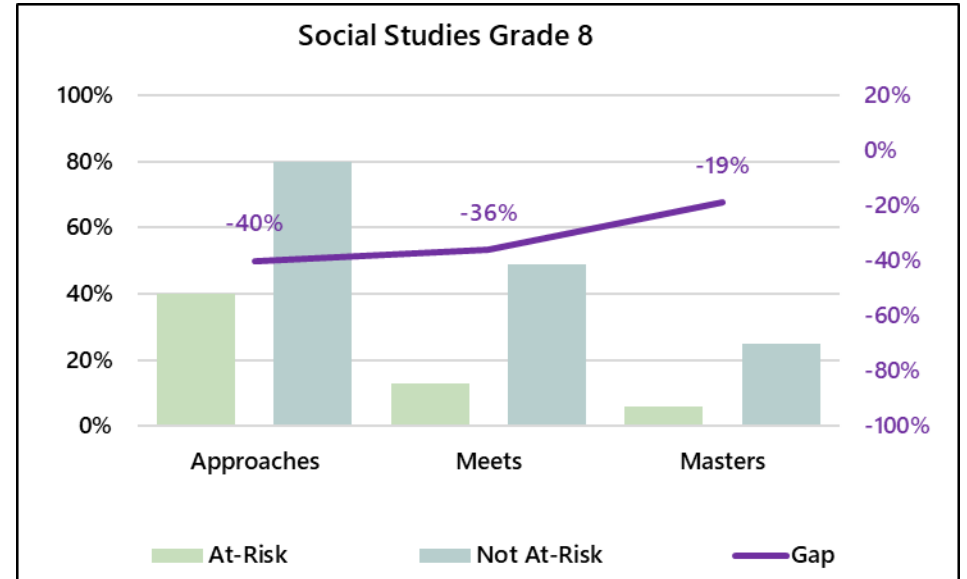
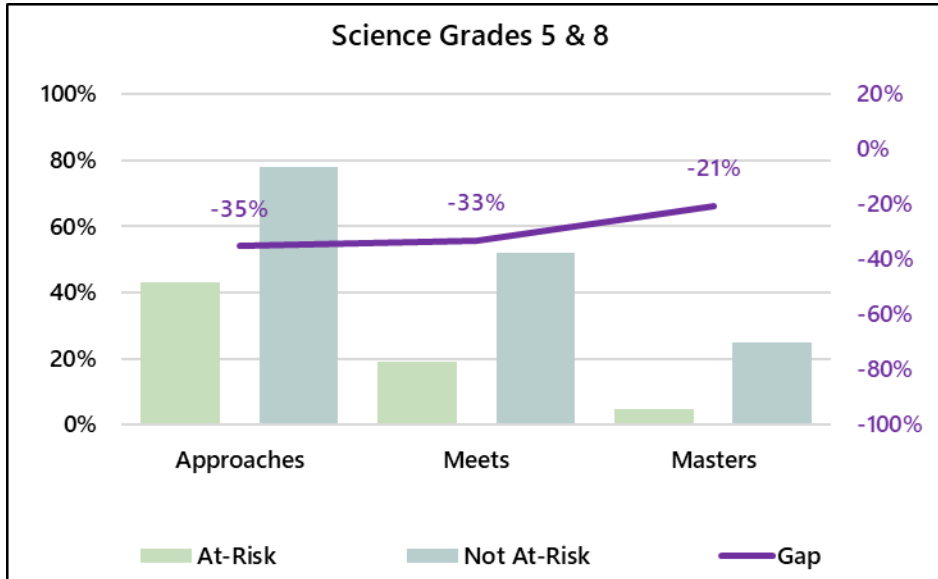
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Ball Early Childhood Center SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	-9%	11%		
Grade 4	-10%	-14%		
Grade 5	-49%	-39%	-22%	
Grade 6	-23%	-7%		
Grade 7	-14%	-2%		
Grade 8	-13%	-15%	-5%	-12%

Student Achievement Gaps Summary "Meets Expectation" (EOC) Economically Disadvantaged Compared to Not Economically Disadvantaged				
English 1	English II	Algebra I	Biology	US History
-18%	-17%	-7%	-19%	-17%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) At-Risk Compared to Not At-Risk				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	-17%	1%		
Grade 4	-19%	-13%		
Grade 5	-39%	-36%	-29%	
Grade 6	-49%	-21%		
Grade 7	-45%	-14%		
Grade 8	-40%	-34%	-37%	-36%

Student Achievement Gaps Summary "Meets Expectation" (EOC) At-Risk Compared to Not At-Risk				
English 1	English II	Algebra I	Biology	US History
-58%	-62%	-35%	-56%	-50%

SCE Programs and Services of BALL EARLY CHILDHOOD CENTER

Ball Early Childhood Center provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Ball Early Childhood Center conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Ball Early Childhood Center evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Ball Early Childhood Center chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Ball Early Childhood Center is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Ball Early Childhood Center does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Ball Early Childhood Center: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Ball Early Childhood Center is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.