

Lamar Consolidated Independent School District
Seguin Early Childhood Center
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The Seguin Early Childhood Center will provide a high-quality Pre-K education through physical, social, emotional, language/literacy, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities. These components promote holistic growth and prepare children for future learning.

Vision

Every student. Every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

NEEDS ASSESSMENT OVERVIEW

During our first meeting which was held on May 23, 2024 at 3:00pm at Seguin ECC, the campus SBDM and CIP Committee met to review the campus data for the 2023-2024 school year, to identify campus needs and the methods for analyzing data, to complete the campus program evaluation and to outline the components of the 2024-2025 needs assessment. The following members were present:

Mary Ellen Rocha-Principal

Stacy Perez-Instructional Coach

Lourdes Powell-Emerging Bilingual Instructional Coach

Teresa Bradley-Teacher

Alma Garcia-Teacher

Anessa Freeman-Counselor

Dr. Karen Mumphord-PreK Director

Shattoiia Middleton-Teacher

During our second meeting, which was held on June 18, 2024 at 9:00 am at Randle High School, the campus SBDM and CIP Committee met to finalize the comprehensive needs and goals for the 2024-2025 Campus Improvement Plan. The following members were present:

Mary Ellen Rocha-Principal

Ram Estrada-Assistant Principal-Designate

Stacy Perez-Instructional Coach

Lourdes Powell-Emerging Bilingual Instructional Coach

Teresa Bradley-Teacher

Alma Garcia-Teacher

Anessa Freeman-Counselor

Dr. Karen Mumphord-PreK Director

Shattoiia Middleton-Teacher

CAMPUS TARGETS

The Committee evaluated 4 pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data and identify strengths and problems on the campus. 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 2024-2025 school year. In an effort to produce continuous improvement for our student population and to educate a "well-rounded" student, the Committee decided on seven areas of focus for the 2024-2025 school year:

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

Demographics

Demographics Summary

NEEDS ASSESSMENT OVERVIEW

Seguin Early Childhood Center has a student population of approximately 322 students. The student body is 67.7% Hispanic, 20.81% African-American, 4.97% White **98.45%** economically disadvantaged and **1.55%** Non-Educationally Disadvantaged which qualifies our campus as a Title 1 school-wide campus.

We have approximately **47.2%** Emergent Bilingual, and **8.7%** identified as Special Education.

STAFF INFORMATION

Total Staff-53

Teachers -18

Paraprofessionals-17

Classified -10

Auxilliary-8

Campus Administrators- 2

Librarian- 1

Counselor-1

Custodial Staff-4

Cafeteria Staff-3

Diagnostician-1

Nurse-1

Demographics Strengths

47.2% of our students are Bilingual with English as their second language.

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

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

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

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

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

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

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

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

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

Student Achievement Summary

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

In the 2023-2024 school overall student achievement:

1. *Pre-K Book/Print Knowledge - 92%*
2. *Pre-K Rapid Letter Naming - English 90% Dual 87%*
3. *CIRCLE Phonological Awareness Overall - English 88% Dual 82%*
4. *CIRCLE Math Overall - English 97% Dual 92%*

Problem Statements Identifying Student Learning Needs

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

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

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

Priority Problem Statements

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

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

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

Problem Statement 2: Parental support is low.

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

Problem Statement 2 Areas: Demographics - Perceptions

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

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

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

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

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: 90% of Pre-K students will be ON TRACK as measured by the CLI assessment in literacy and numeracy skills by the end of April 2025.



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 and Formative Assessment and Student Portfolios.</p> <p>Strategy's Expected Result/Impact: 95% of Pre-K students will meet the "Proficient" standard in Literacy and Numeracy which will be evaluated on the Report Card and checklist.</p> <p>Staff Responsible for Monitoring: Teachers EB Specialist Instructional Coach Librarian Principal</p>	Formative		
	Feb	Apr	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 Guidelines as evidenced in the Pre-K Road-maps.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate Computer Based Instruction (Smart Start)</p> <p>Strategy's Expected Result/Impact: 85% of Pre-K students will achieve "Satisfactory Progress" in all academic areas reflected on Smart Start Progress Report.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide enriched language academic opportunities through whole group & small group instruction and assessments.</p> <p>Strategy's Expected Result/Impact: 95% of Pre-K students will meet "Proficient" in Literacy and Numeracy as reflected on the Report Card, Pre-K Checklist, and Lesson Plan.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$23,100</p>	Formative		
	Feb	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Small group instruction in Language Arts and Math will be implemented with fidelity to ensure targeted progress every 9 weeks for all students.</p> <p>Strategy's Expected Result/Impact: 95% of Pre-K students will meet "Proficient" in Literacy and Numeracy as reflected on the Report Card, Pre-K Checklist, and Lesson Plan.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
			




Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Monitor accommodations for Special Education students as indicated in their IEP to ensure students have access to tailored instructional strategies to address their unique learning needs.</p> <p>Strategy's Expected Result/Impact: Walkthroughs/observations Lesson Plans Updated IEP's IEP signature sign off Data tracking sheet</p> <p>Staff Responsible for Monitoring: Administrator Diagnostician Speech Pathologist Instructional Coach EB Specialist Teachers</p>	Formative		
	Feb	Apr	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Summer school provided for ESL & Emergent Bilingual Students.</p> <p>Strategy's Expected Result/Impact: Summer School Enrollment</p> <p>Staff Responsible for Monitoring: Teachers EB Specialist</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




Goal 1: 90% of Pre-K students will be ON TRACK as measured by the CLI assessment in literacy and numeracy skills by the end of April 2025.






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

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Refinement of balanced literacy by providing appropriate research based materials.</p> <p>Strategy's Expected Result/Impact: Summative: 95% of Pre-K students will meet "Proficient" in the academic development of Language Arts.</p> <p>Staff Responsible for Monitoring: Administrator Instructional Coach EB Specialist Teachers Librarian</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Build writing and literacy skills through various writing strategies (Matt Glover).</p> <p>Strategy's Expected Result/Impact: 95% of Pre-K students will meet "Proficient" in the academic development of Language Arts.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Computer based Reading and Math instruction (Smart Start)</p> <p>Strategy's Expected Result/Impact: 85% of Pre-K students will be on Step 3 in Math and Reading.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Feb	Apr	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of CLI enrichment activities.</p> <p>Strategy's Expected Result/Impact: Summative: 95% of Pre-K students will meet "Proficient" in the academic development of Language Arts.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator</p>	Formative		
	Feb	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide multisensory activities for language instruction.</p> <p>Strategy's Expected Result/Impact: Summative: 95% of Pre-K students will meet "Proficient" in the academic development of Language Arts.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement early intervention strategies for students with reading and writing difficulties (small group instruction for students and coaching for teachers).</p> <p>Strategy's Expected Result/Impact: Summative: 95% of Pre-K students will meet "Proficient" in the academic development of Language Arts.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator</p> <p>Title I: 2.6</p>	Formative		
	Feb	Apr	June
			




Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize SCE and Title I Budget for Personnel.</p> <p>Strategy's Expected Result/Impact: Students will be provided with adequate support in and out of the classroom to enhance their learning.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.6</p> <p>Funding Sources: Pre-K Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,784,593, Librarian - 211 Title I, Part A - \$71,750</p>	Formative		
	Feb	Apr	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: 90% of Pre-K students will be ON TRACK as measured by the CLI assessment in literacy and numeracy skills by the end of April 2025.

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

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement small group Math instruction to develop mathematical concepts using concrete hands on activities. Strategy's Expected Result/Impact: Summative-95% of Pre-K students will meet Proficient in the academic development of Math. Staff Responsible for Monitoring: Instructional Coach EB Specialist Teachers Administrator</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of common vocabulary for Pre-K students through the sheltered instructional method of teaching vocabulary. Strategy's Expected Result/Impact: 95% of Pre-K students will meet Proficient in Language Arts, Math, Science and Social Studies. Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist Administrator</p>	Formative		
	Feb	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of strategies from Language Arts trainings. Strategy's Expected Result/Impact: Summative-95% of Pre-K students will meet Proficient in Language Arts. Staff Responsible for Monitoring: Teachers Instructional Coach EB Specialist</p>	Formative		
	Feb	Apr	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 process.</p> <p>Strategy's Expected Result/Impact: 95% of Pre-K students will meet Proficient in Science.</p> <p>Staff Responsible for Monitoring: Teachers Administrator</p> <p>Title I: 2.5</p>	Formative		
	Feb	Apr	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: 90% of Pre-K students will be ON TRACK as measured by the CLI assessment in literacy and numeracy skills by the end of April 2025.


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
 Community stakeholder donations
 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 5: Effective Instruction</p>	Formative		
	Feb	Apr	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		
	Feb	Apr	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 EBs. Strategy's Expected Result/Impact: Summative-95% of Pre-K EL students will meet Proficient as indicated on the report card, Pre-K checklist and student portfolios. Staff Responsible for Monitoring: Teachers EB Specialist</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 - \$4,224</p>	Formative		
	Feb	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify


 Discontinue







Goal 2: Teachers will design differentiated and scaffolded stations for each subject unit, ensuring that at least 90% of students demonstrate improvement in targeted skills as assessed through district Pre-K checklist by April 2025.

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

Evaluation Data Sources: Site based/PLC Agendas/meeting notes

- Teacher Feedback
- Canvas Level Up
- Campus Calendar
- PLC Agenda
- Coaching Logs
- Team Planning Notes
- Learning Walk Feedback Forms
- Purchase Orders
- Budget Allocations



Strategy 1 Details	Formative Reviews		
<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</p>	Formative		
	Feb	Apr	June
			




Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Plan and implement Professional Learning Communities, Instructional Rounds, Innovation Day, 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 Instructional Coach EB Specialist Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	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 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 2: Teachers will design differentiated and scaffolded stations for each subject unit, ensuring that at least 90% of students demonstrate improvement in targeted skills as assessed through district Pre-K checklist by April 2025.

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: End of year CLI data will reflect at least 75% ON TRACK in all measures.

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 reflect 90% mastery of the instructional objectives in the Pre-K Guidelines.</p> <p>Staff Responsible for Monitoring: EB Specialist Instructional Coach Teachers Administrator</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase technology, awards, safety supplies, misc. supplies, materials and use to supplement personnel salaries to improve and sustain 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 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,478</p>	Formative		
	Feb	Apr	June
			





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase reading materials and supplies for ESL and Bilingual students for classroom instruction.</p> <p>Strategy's Expected Result/Impact: Materials used for instruction will provide hands on activities to enrich students educational foundation overall.</p> <p>Staff Responsible for Monitoring: Teachers EB Specialist Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	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: EB Specialist Instructional Coach Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	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: EB Specialist Instructional Coach Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
			



Strategy 6 Details	Formative Reviews		
<p>Strategy 6: EB Specialist and Instructional Coach 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: EB Specialist Instructional Coach Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 548 663 597">  No Progress </div> <div data-bbox="766 548 982 597">  Accomplished </div> <div data-bbox="1081 548 1333 597">  Continue/Modify </div> <div data-bbox="1438 548 1627 597">  Discontinue </div> </div>			




Goal 3: By May 2025 at least 15% of families will attend each family event.







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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Publish Bilingual Monthly Newsletters, Social Media and Skylert announcements.</p> <p>Strategy's Expected Result/Impact: Increase in Family Engagement</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator Administrative Assistant EB Specialist Instructional Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet The Teacher, Parent Orientation, and District Block Party will be held before the start of the school year to prepare parents/ students with the transition to Pre-K.</p> <p>Strategy's Expected Result/Impact: 90% 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>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	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, and/or behavior, Parent/Student/Teacher Compact/PFE Policy and any other topic.</p> <p>Strategy's Expected Result/Impact: Increase relational capacity 90% 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 EB Specialist Instructional Coach Counselor Family Support Specialist Administrator</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Plan Monthly Family Engagement workshops for parents.</p> <p>Strategy's Expected Result/Impact: Increase collaboration with families to better support their students.</p> <p>Staff Responsible for Monitoring: Teachers EB Specialist Instructional Coach Project Learn Librarian Counselor Administrator</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	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: Teachers EB Specialist Instructional Coach Administrator</p>	Formative		
	Feb	Apr	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: 90% 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		
	Feb	Apr	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide Title I Informational meetings.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement.</p> <p>Staff Responsible for Monitoring: Administrator Counselor EB Specialist Instructional Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			






Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Assistant Principal, Instructional Coach and clerk will coordinate and facilitate Seguin's Volunteer Program.</p> <p>Strategy's Expected Result/Impact: Increase volunteer participation.</p> <p>Staff Responsible for Monitoring: Librarian Clerk Teachers Counselor EB Specialist Instructional Coach Administrator Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Nurse will provide Health Parent Cafe sessions and Nutrition Classes once every nine weeks.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and knowledge.</p> <p>Staff Responsible for Monitoring: Nurse Instructional Coach Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2025 Seguin ECC will ensure a safe and positive environment as evidenced in EOY Survey at least 95% of families will indicate their child is safe at school.

Performance Objective 1: Limit office referrals to no more than 40 by May 2025 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, Character Counts, PBIS, Responsive Counselor Lessons and Dan St. Romain as part of our school-wide discipline plan to help students learn self regulation.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and behavior interventions.</p> <p>Staff Responsible for Monitoring: Administrator EB Specialist Instructional Coach Counselor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	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 Instructional Coach Counselor Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor Crisis Management Plan. Conduct monthly safety drills and daily door sweeps. Provide emergency kits to utilize as needed.</p> <p>Strategy's Expected Result/Impact: Safe and positive school environment.</p> <p>Staff Responsible for Monitoring: Administrator Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Feb	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 483 663 532">  No Progress </div> <div data-bbox="768 483 982 532">  Accomplished </div> <div data-bbox="1083 483 1331 532">  Continue/Modify </div> <div data-bbox="1440 483 1625 532">  Discontinue </div> </div>			

Goal 4: By May 2025 Seguin ECC will ensure a safe and positive environment as evidenced in EOY Survey at least 95% of families will indicate their child is safe at school.

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

Evaluation Data Sources: Discipline referrals
Progress Reports/Report Cards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Positive Behavior Interventions and Supports. Rules and expectations posted in classrooms and all common areas including the hallways leading to the playground. Students rewarded with Sunshine Bucks to use at the Sunshine Store.</p> <p>Strategy's Expected Result/Impact: Maintain 40 or less discipline referrals by the end of May 2025.</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	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		
	Feb	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying prevention training for teachers to promote safety and protect against violence and bullying. Utilize Character Counts, The Great Kindness Challenge, and Conscious Discipline.</p> <p>Strategy's Expected Result/Impact: Maintain 40 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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate social emotional learning through shared reading using "My Self" Social Emotional Kits.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Classroom management improvement evidenced in walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Feb	Apr	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 40 or less discipline referrals. Improvement of student mental health</p> <p>Staff Responsible for Monitoring: Counselor Family Support Specialist Teachers Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Feb	Apr	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: By May 2025 Seguin ECC will ensure a safe and positive environment as evidenced in EOY Survey at least 95% of families will indicate their child is safe at school.

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

HB3 Goal

Evaluation Data Sources: Teacher and parent surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K to Kindergarten Moving On Ceremony- To celebrate our students' transition to Kindergarten. Provide an opportunity for parents to share in the transition celebration with their child.</p> <p>Strategy's Expected Result/Impact: Continue building relationships with our families.</p> <p>Staff Responsible for Monitoring: Administrator Teachers Counselor Librarian Staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Home campuses will receive Pink/Blue cards detailing student data and any pertinent information for placing students in a Kindergarten Classroom.</p> <p>Strategy's Expected Result/Impact: Students placed in appropriate classroom based on needs.</p> <p>Staff Responsible for Monitoring: Teachers (Seguin & Home Campuses) Administrators (Seguin & Home Campuses)</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus nurse calls student home campus to make the home campus nurse aware of any medical concerns. Strategy's Expected Result/Impact: Home campus will be better prepared for our students before school starts. Staff Responsible for Monitoring: Nurses Principal Assistant Principal</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselor and Family Support Specialist meet to discuss students of concern in regards to behavior and Social Emotional Support. Strategy's Expected Result/Impact: Family Support specialist can assist incoming students with the appropriate support for a successful school year.</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Seguin Early Childhood Center

Total SCE Funds: \$1,784,593.08

Total FTEs Funded by SCE: 30

Brief Description of SCE Services and/or Programs

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

Personnel for Seguin Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Rubio	Pre-K Aide	1
Alma Garcia	Pre-K Teacher	1
Amy Carrasco	Pre-K Teacher	1
Ashley Fyke	ESL Teacher	1
Autumn Arismendez	Pre-K Aide	1
Braulio Linares	Pre-K Teacher	1
Brejan Williams	Pre-K Aide	1
Bridget Helmcamp	ESL Teacher	1
Camelia Palomares	Pre-K Aide	1
Cassie Larkins	Pre-K Teacher	1
Cynthia Jordan	Pre-K Teacher	1
Elizabeth Tinajero	Pre-K Teacher	1
Irma Hernandez	Pre-K Aide	1
Jordan Jones	Pre-K Aide	1
Karen Llorens-Kiesling	Pre-K Teacher	1
Kendyl Vallejo	Pre-K Aide	1
Leslie Dulin	Pre-K Teacher	1
Lorena Hermoso	Pre-K Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Marisol Viveros	Pre-K Aide	1
Maritsa Cruz	PreK Aide	1
Melissa Gomez	Pre-K Aide	1
Memry Gilmore	Pre-K Aide	1
Nabila Hussein	Pre-K Aide	1
Rachel Madewell	Pre-K Teacher	1
Rebeca Shafer	Pre-K Aide	1
Samira Casameni	Pre-K Teacher	1
Sandra Mims	Pre-K Aide	1
Shattoiia Middleton	Pre-K Teacher	1
Tarchelle Williams	Pre-K Aide	1
Teresa Bradley	Pre-K Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Please see TitleICrate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleICrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleICrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleICrate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see TitleICrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleICrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleICrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleICrate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see TitleICrate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Preas	Librarian	Title I	.5

Campus Improvement Committee

Committee Role	Name	Position
Bilingual Lead	Lourdes Powell	Bilingual Lead
Assistant Principal	Ramiro Estrada	Assistant Principal
Classroom Teacher	Shattoiia Middleton	Classroom Teacher
District-level Professional	Karen Mumphord	Pre-K Director
Classroom Teacher	Teresa Bradley	ESL Teacher
Classroom Teacher	Alma Garcia	Bilingual Teacher
Non-classroom Professional	Anessa Freeman	Counselor
Administrator	Mary Ellen Rainer	Administrator

Site-Based Decision Making Committee

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

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$23,100.00
1	2	7	Librarian		\$71,750.00
Sub-Total					\$94,850.00
Budgeted Fund Source Amount					\$94,850.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Pre-K Personnel		\$1,784,593.00
2	2	2	Supplies and Materials		\$5,478.00
Sub-Total					\$1,790,071.00
Budgeted Fund Source Amount					\$1,790,071.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Literacy and Work station Materials		\$4,224.00
Sub-Total					\$4,224.00
Budgeted Fund Source Amount					\$4,224.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,889,145.00
Grand Total Spent					\$1,889,145.00
+/- Difference					\$0.00