

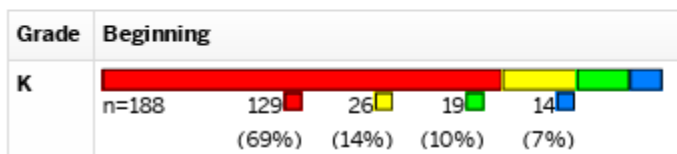


Annual End of Year Report  
 2025-26 School Year  
 Angela Lattin, Principal

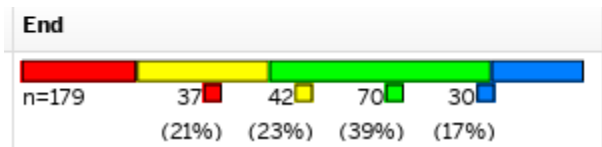
## Student Learning - Reading

**Assessment:** DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores are designed to quickly check a student's foundational reading health indicating their probability of reaching future reading goals. DIBELS subtests are 1-minute timed.

### FALL



### SPRING



Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support

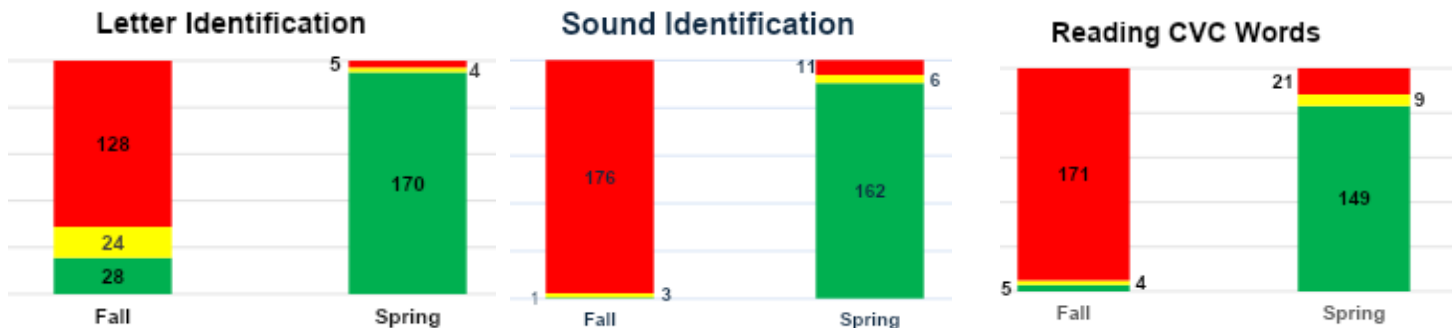
#### Fall

- 17% entered Kindergarten at or above the benchmark (green or blue)
- 14% needed targeted instruction (yellow)
- 69% needed intensive support in reading (red)

#### Spring

- 56% are at or above the benchmark (green or blue)
- 23% needing targeted assistance (yellow)
- 21% need intensive support in reading (red)

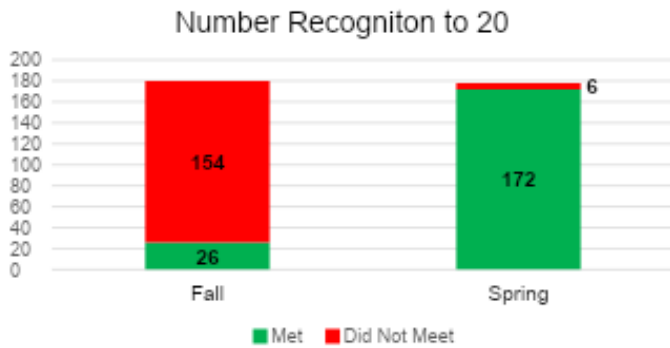
**Assessment:** ESGI (Educational Software for Guiding Instruction) is a web-based progress monitoring and assessment platform used to measure kindergarten standards three times per year. The assessment is untimed.



Fall to spring growth noted above in the areas of Letter Identification, Sound Identification and Reading CVC (Consonant Vowel Consonant) words.

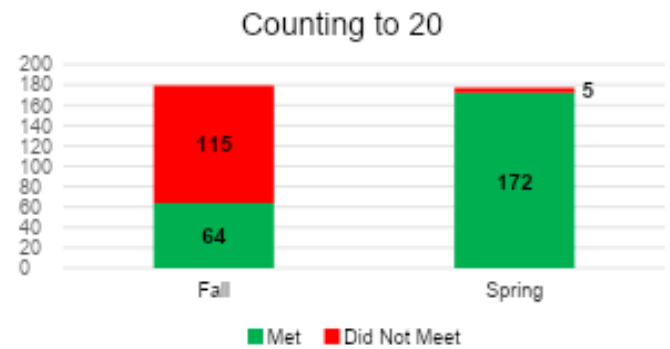
*Note: Results reflect the performance of all enrolled students, including those with Individualized Education Plans (IEPs).*

## Student Learning - Math

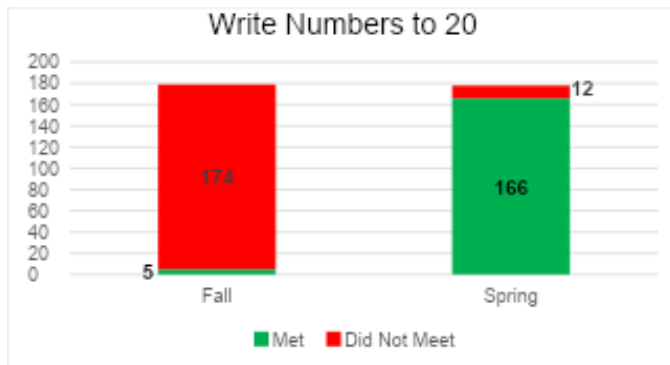


**Assessment Overview:** ESGI (Educational Software for Guiding Instruction) is a web-based progress monitoring and assessment platform used to measure kindergarten standards three times per year. The assessment is untimed.

Fall to spring growth noted above in the areas of  
Number Recognition (0-20)  
Counting to 20  
Writing Numbers (0-20)



*Note: Results reflect the performance of all enrolled students, including those with Individualized Education Plans (IEPs).*



## Pendleton Early Learning Center Report Card

<b>Name</b>	
<b>Teacher</b>	
<b>Grade</b>	Kindergarten
<b>School Year</b>	2025-2026

Attendance	Absent	Tardy	Present	Present %
Semester 1	8	0	74	90%
Semester 2				%

Goal: 90.1%

### Characteristics of a Successful Learner

	January	June
I listen and follow the directions the first time	3	3
I ask questions and seek help when needed	3	3
I am kind and respectful to peers and adults	3	3
I respect others by keeping my hands feet and objects to myself	3	3
I do my best work	3	3
I show perseverance	3	3

### Key: Characteristics of a Successful Learner

3	Successful	Student consistently displays learning skills and behaviors that lead to success
2	Progressing	Student frequently displays appropriate learning skills and behaviors that lead to success
1	Needs Improvement	Student sometimes displays learning skills and behaviors that lead to success

### Language Arts

	September	January	June	End of Year Expectation
Identifies uppercase letters	3	8	26	26
Identifies lowercase letters	0	13	26	26
Produces letter sounds	0	15	29	31
Writes letter sounds	0	13	28	31
Reads 10 consonant vowel consonant words	0	3	9	10
Reads high frequency words	0	5	22	58
Produces rhyming words	0	4	5	6
Writes first and last name legibly		no	yes	yes
Uses letter and word knowledge to write a sentence that makes sense		4	5	5

## Pendleton Early Learning Center Report Card

### Mathematics

	September	January	June	End of Year Expectation
Identifies eleven basic colors	10	11	11	11
Identifies five 2-dimensional shapes (circle, square, triangle, rectangle, hexagon)	4	5	5	5
Identifies four 3-dimensional shapes (cube, sphere, cone, cylinder)			4	4
Identifies numbers 0-20	8	12	21	21
Identifies numbers 21-100	0	0	79	80
Writes numbers to	1	100	100	20
Counts to	10	13	100	100
Counts to 100 by 10s		no	yes	yes
Counts with one-to-one correspondence	no	no	yes	yes
Adds fluently within 5			yes	yes
Subtracts fluently within 5			yes	yes
Addition facts to 10			yes	yes
Subtraction facts to 10			yes	yes

The end of year expectations [are](#) the goal for each student's learning by the end of the school year. Scores found in semester columns reflect learning for your student to date.

First Semester Comments:

Second Semester Comments:

## Student Attendance

Pendleton Early Learning Center  
**School Attendance Rate by Date Range: 08/24/2025- 06/05/2026**

Students included: Active and Inactive

Totals		Count	Session Days	Days Absent	Days Present	Rate
	95.0 - 100%	64				
	90.1 - 94.9%	78				
	85.0 - 90.0%	37				
	80.0 - 84.9	11				
	< 80%	9				
	Total	199	30685	2491.5	28193.5	91.880
	Count Students > 90%	142				
	Count Students <= 90%	57				
	Percent Students <= 90%	28.64				

School	Count	Session Days	Days Absent	Days Present	Rate
Pendleton Early Learning Center	199	30685	2491.5	28193.5	91.880

71.4% of all kindergarten students were regular attenders

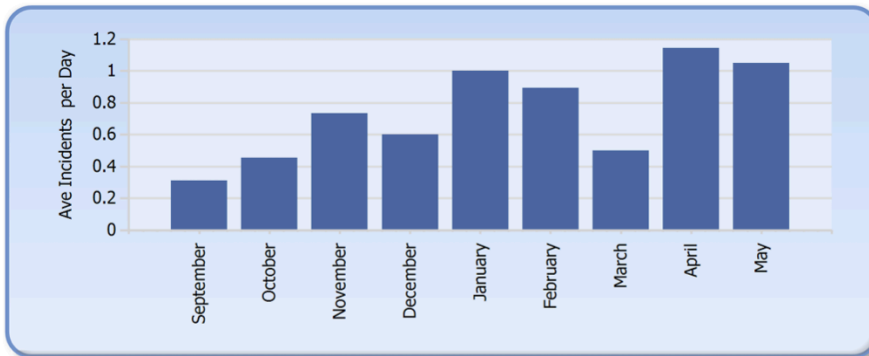
### Attendance strategies

- Teacher focus on attendance
  - Encouraged attendance individually and as a team
- Positive greetings at the door/throughout the building
- Positive calls to parents (**342 positive contacts** since February)
- Take a Kid On - relationship-building practice
- Monthly Practically Perfect Pizza Parties
  - Cafeteria staff encouraged the other students
- TAPP (Tribal Attendance Promising Practices) attendance calls/weekly meetings
- Perfect Attendance ribbons on backpacks
- Individual rewards and incentives
- Weekly Classroom Trophy
- Weekly Family Game Pack drawing
- Every Day Matters charts - whole class
- Bulletin Board recognition - trophies, parties
- Principal's Perfect Attendance Popcorn Parties - Popcorn Kernels at the door
- Collaboration with local agencies - UCo CARE
- Bus promotion to encourage students to ride bus to reduce tardies
- Home visits
- Monthly attendance letters sent home with personalized notes if <90%
- Attendance support from IMESD (Intermountain Education Service District) team

Despite these rigorous interventions, systemic hurdles remain. These include natural developmental health factors as kindergarteners have developing immune systems building resistance to common germs and the ongoing cultural challenge of shifting the "it's just Kindergarten" mentality.

## Learning Environment - Student Incident Reports

Incidents by Month

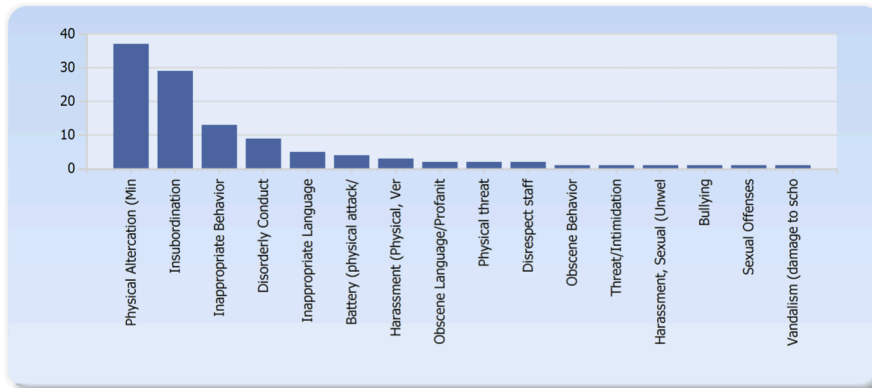


**Total number of recorded student incidents: 123**

37 incident reports involve only two students (*see triangle below*)

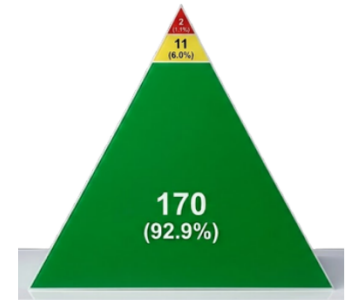
- referred for mental health support - Skills Trainers & A Therapists at school - CCS & Yellowhawk)

Incidents by Incident Type



11 students have 3 or more incident reports (*see triangle below*)

20 incident report locations were the bus



### Intervention Strategies

- Reduction in use of radio throughout building - implemented data tracking
- SST (Student Staffing) for behavioral (and academic) concerns
- Weekly SOC (Student of Concern) meetings - counseling, admin, CARE, TAPP, Tribal
- Character Strong Curriculum - Tiers 1-2-3
  - Tier 1 - Weekly Child Development Specialist (CDS) lessons, daily teacher lessons
  - Tier 2 & 3 - Child Development Specialist (CDS) and Behavior Support Specialist (BSS) lessons
  - Tier 3 - Individual SEL lessons based upon need (example: death/divorce)
- Collaboration - UCo CARE, CCS, Yellowhawk, First Student, TAPP, CTUIR
  - Referrals to agency for assistance and counseling
- Triple P Parenting Classes - open invitations and personal invitations
- Use of therapeutic breaks & SEL/Skills in smaller environment
- Bus Behavior Interventions
  - Bus Bucks with rewards system, Bus Boot Camp
  - Monthly driver appreciation recognition, actively learned driver names and taught drivers student names, Donuts with the Drivers

Referrals increase in the spring compared to the fall, driven by the naturally higher academic and social expectations placed on students as the year progresses. This operational strain was compounded by the loss of our Behavioral Support Specialist (BSS) in late February, which resulted in fewer days of dedicated student support and required additional time to rebuild critical staff-to-student relationships.

## **Building Focus & Goals - Site Action Plan**

### **Site Action Plan - Goal 1**

#### **Pursuit of Instructional Excellence**

- Multi Tiered Systems of Support (MTSS)
- Interventions - Reading & Math
- Professional Learning Communities (PLCs)
- Research-based Best Teaching Practices

### **Site Action Plan - Goal 2**

#### **Responding to the Needs of All Students**

- Family Engagement
- SEL Instruction
- Community Agencies
- Improve Preschool Kindergarten Transition Process

## **Staff Professional Development**

### **Professional Learning Communities (PLCs)**

- School Improvement Mondays
- PLC Lead - Jessica Lambert
- Additional Wednesday PLCs at PELC
  - All teacher-led
- Paraprofessional Trainings
  - Writing Sub Plans
  - Avoiding/Responding to Dysregulated Behavior
  - STAR Training (Autism Strategy)
  - Interactive Display
  - Meeting Sensory Needs
  - STAR Vocabulary
  - Handwriting Without Tears - Letter Formation
  - Vagal Nerve Stimulation
  - Modification of Student Work Strategies



## Family Engagement & Community Events

Key component of Site Action Plan Goal 2 - Provide family engagement opportunities throughout the year including monthly family events, teacher newsletters, principal newsletter, Parent Square posts, and family projects.

### PELC Family Events 2025-26

MONTH	DATE	EVENT	NOTES
August	M,T,W,Th, Aug. 25-28	Soft Start	
September	Thur, Sept. 4	Open House	Meal provided (The Dog House)
October	All month <b>Thur, Oct. 16</b>	Family Project <b>Family Night</b>	Pumpkin Book Report <b>Meal provided (Sodexo)</b>
November	All month Mon, Nov. 17 <b>Thur, Nov. 20</b> Mon, Nov. 24 Tues, Nov. 25	Family Project Awards Assembly 1 <b>Fall Basket Raffle</b> Evening conferences Day/PM conferences	Disguise a Turkey <b>Meal provided (Sodexo)</b>
December	All month Thur, Dec. 11	Family Project Winter Concert/Book Fair	Holiday Tree
January	All month Mon, Jan. 12 <b>Thur, Jan. 22</b>	Family Project Awards Assembly 2 <b>Family Night</b>	Take a Family Photo & hang in cubby <b>Meal provided (Sodexo)</b>
February	All month Thur, Feb. 12, 19, 26 <b>Thur, Feb.26</b>	Family Project Triple P Parenting Class <b>Family Night</b> <b>26-27 Registration</b>	Heart activity Child care, meal, gift card <b>Meal provided (Sodexo)</b>
March	All month Mon, Mar. 2 Tues, Mar. 3  Thur, Mar. 5 Thur, Mar. 5  Mon, Mar. 16	Family Project Community Read In/Book Fair PM conferences/Book Fair 26-27 K Registration Triple P Parenting Class PM conferences/Book Fair 26-27 Registration Awards Assembly 3	Send a picture of your leprechaun trap   Child care, meal, gift card
April	All month April 1, 8, 15 <b>April 9</b>	Family Project Triple P Parenting Class <b>Family Night - Bug Night</b> <b>26/27 K Registration</b>	Decorate your flower project Child care, meal, gift card <b>Meal provided (Sodexo)</b> <b>ICAN training - what to do if your child is sick - Umatilla Co Health</b>
May	Mon, May 11 Tues-Th, May 5-7 Wed, May 7 Mon, May 18 <b>Thur, May 28</b>	Awards Assembly 4 PSD Art Show Spring Concert Triple P Parenting Class <b>Tribal Family Night</b>	Child care, meal, gift card <b>Meal provided (Sodexo); Jump House</b>