

# **San Elizario Independent School District**

## **Lorenzo Loya Primary School**

### **2025-2026 Campus Improvement Plan**



# **Mission Statement**

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

## **Vision**

The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent and contributing members of society.

## **Value Statement**

At Lorenzo G. Loya Primary, where lifelong learning begins!

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	14
Staff Quality, Recruitment, and Retention .....	16
Curriculum, Instruction, and Assessment .....	17
Family and Community Engagement .....	18
School Organization .....	20
Technology .....	21
Priority Problem Statements .....	22
Comprehensive Needs Assessment Data Documentation .....	23
Goals .....	24
Goal 1: To promote student success by providing a supportive, inclusive, and empowering educational environment. ....	24
Goal 2: To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment .....	35
Goal 3: To create and sustain meaningful community partnerships that support shared goals and enhance student success .....	39
Goal 4: To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities. ....	41
Title I Personnel .....	44
Campus Funding Summary .....	45
Addendums .....	46

# Comprehensive Needs Assessment

Revised/Approved: July 11, 2025

## Demographics

### Demographics Summary

#### Loya Primary Student Demographics:

The information below provide a snapshot of the demographic makeup for Loya Primary, data provided for the 2024-2025 school year. In the 2025-2026 school year, Loya Primary will continue serving students in grades PK-3 and PK-4 in a full-day program, providing monolingual and dual language classrooms and special education services. Campus also has 2 ECSE (Early childhood Special Education) units that service students with IEP goals.

*Student Demographics 2024 - 2025 PEIMS Fall snap shot*

*Enrollment:*

*173 students*

*Count Percent Gender:*

*Female: 88= 50.87%*

*Male: 85= 49.13%*

*Ethnicity Hispanic-Latino: 168= 97.69%*

*Race American Indian - Alaskan Native:*

*Asian 0= 0.00%*

*Black - African American 0= 0.00%*

*Native Hawaiian - Pacific Islander 0= 0.00%*

*White:3= 1.73%*

*Two-or-More:1= 0.58%*

We served a total of 173 students as per the 2024-2025 school year in grades PK-3 and PK-4.

Bilingual/ESL Emergent Bilingual (EB) 113= 65.32.%

**Student by Program: (2024-2025)**

**Count Percent:**

Bilingual/ESL Emergent Bilingual (EB) 113= 65.32.%

Special Education (SPED): 22 =12.72%

Economic Disadvantage Total: 150=86.71%

Free Meals: 120= 69.36%

Reduced-Price Meals: 4=2.31%

Other Economic Disadvantage: 26= 15.03%

## **Demographics Strengths**

At Loya Primary all classrooms are supported by a certified classroom teacher and an instructional aide (T-2). The working relationship between both adults in the classroom has offered more support for the students with building a strong foundation with rituals and routines to assist with the daily instruction and intervention.

The campus will begin to implement a new dual language program 70/30 program model in PK-4 as well as in our PK-3 classrooms. Mathematics will be taught in English only for all dual language classrooms, this will align with other SEISD campuses.

Award Assemblies were held every 9 weeks for the students in which they were recognized for their perfect and faithful attendance, reading champion with their parents, most improved and being highlighted as the classroom STAR student. TEAM Loya comes together to make it a memorable event for our students and their families.

The campus continues to offer family monthly literacy sessions that focus on teaching young children pre-reading strategies they can also practice at home. The monthly sessions allows for families and children to bond over academic teaching. The session is held the last hour of the day on a monthly basis.

We will be adding the following sessions to inform our families on PBIS/MTSS, early language development and any other request our families may have throughout the school year.

We were very happy to share once again our amazing turnout with our family literacy sessions. Our numbers ranged from 75-90 family members attending for each session, this past year we saw an increase with both parents attending the sessions. It truly was amazing to witness as our students work on literacy activities with their loved ones. To honor our families language, the presentations are done in Spanish as well as in English. At the end of each session, parents filled out an event evaluation, many of them made suggestions for other presentations, praising Ms. Montoya our librarian aide for the remarkable job she did all year long.

## Student Achievement

### Student Achievement Summary

Our PK-4 students were assessed with CIRCLE at the BOY, MOY & EOY . In reviewing each waves, the students data showed progress at each one. There was a slight drop in the MOY score from 92% to EOY 85% in our dual language sections. In digging in deeper, into data results the concept "**Operations**" is taught until the 4th 9 weeks. The instructional team along with teachers will revisit to see how the concept can be introduce in the middle of the 3rd 9 weeks to ensure they have a strong introduction of the concept.

English: Math CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	67%	97%	100%
Need Monitoring	0%	3%	0%
Needing Support	33%	3%	0%

(2 monolingual sections)

Spanish: Math CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	84%	92%	85%
Need Monitoring	0%	0%	0%
Needing Support	16%	8%	15%

(4 dual language sections)

In reading, gains were also made in phonological awareness with letter and sound recognition, along with amazing growth in syllabication and alliteration. Rhyming was a focus goal for the 24-25 school year to continue the upward growth. Our scores averaged out to 82% in both monolingual and our dual language classrooms, an increase from last years scores of 76.5%. We are very proud of the EOY scores, students were able to retain their learning throughout the school year.

## English: Reading CIRCLE Assessment

Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	14%	91%	97%
Need Monitoring	3%	0%	0%
Needing Support	83%	9%	3%

(2 monolingual sections)

## Spanish: Reading CIRCLE Assessment

Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	13%	85%	87%
Need Monitoring	0%	0%	0%
Needing Support	87%	15%	13%

(4 dual language sections)

Our PK-3 teachers assessed students with a teacher created test to identify their shapes, colors and numbers in January 2025. Each classroom is on target according to the Student Learning Objective (SLO), with only a handful who are needing more support. Suggestions for intervention were shared by the principal who met with teachers individually to go over their SLO data in February 2025. Our EOY scores show the growth our students made.

English: MOY Teacher Created Assessment			English: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	94%	6%	99%	1%
Shapes	73%	27%	100%	0%

English: MOY Teacher Created Assessment			English: EOY Teacher Created Assessment	
Rote counting numbers	93%	7%	95%	5%
Spanish Teacher	100%	0%	95%	5%
Assessment			Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	92%	8%	98%	2%
Shapes	65%	35%	96%	4%
Rote counting numbers	83%	17%	92%	8%
Number concept	82%	18%	96%	4%

Our ECSE units students are also tested with the same concepts as the PK-3 classrooms. Out of the 11 students, 9 students are non-verbal, but can can distinguish the concepts by using visual aides. Teachers goal is for them to utter words to communicate what they are learning, according to a language development rubric used with the students.



CSE: MOY Teacher Created Assessment			ECSE: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	51%	49%	47%	53%
Shapes	43%	57%	42%	58%
Rote counting numbers	41%	59%	41%	59%
Number concept	62%	38%	61%	39%

*(1 ECSE unit class for MOY and 2 ECSE classes for EOY, new enrollment of 2 students after Spring Break)*

Student data results were reviewed and discussed during the data PLC's, teachers then planned for intervention lessons where the students needed more support. We had a slow start due to the rituals and routines taking place with students, for many this is their first experience in school and we need to give them time to adapt to everything. Within the 3rd week teachers are beginning to collect data for their SLO. The first data meeting was on the 5th week and not the 4th as in the SEISD rollout plan. As part of our data PLC meetings we also spent time to review the students growth with SLO's. This assisted the principal with monitoring students growth and timeline check-ins to ensure teachers assessed the students in a timely manner.

## Loya PK4 SLO 2024-2025

PK-4 SLO Data BOY August 20, 2024				October 22, 2024			December 17, 2024			February 18, 2025			March 25, 2025			April 30, 2025		
Teacher	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound
Ballesteros	2.12%	1.41%	0.94%	15.43%	14.86%	15.43%	38.40%	42.40%	37.07%	58.25%	41.50%	48.80%	74.75%	73.50%	73.33%	77.25%	75.50%	75.00%
Benavidez	33.65%	21.73%	7.50%	55.34%	40.38%	39.96%	78.51%	59.28%	66.29%	82.81%	64.93%	75.34%	87.18%	73.08%	84.86%	92.31%	81.97%	90.14%
Berumen	4.94%	3.53%	0%	38.00%	18.67%	19.56%	59.53%	43.53%	58.35%	64.71%	50.82%	60.71%	74.35%	73.88%	71.76%	74.35%	73.88%	71.76%
Mendoza	7.12%	2.31%	0.58%	28.74%	17.00%	19.23%	57.69%	38.46%	44.42%	74.70%	53.63%	60.47%	79.70%	61.11%	72.22%	81.84%	61.75%	74.36%
Montoya	5.65%	2.82%	2.35%	14.53%	12.42%	15.37%	53.50%	44.25%	42.00%	44.71%	33.88%	55.76%	66.12%	67.06%	66.35%	66.12%	67.06%	66.35%
Ortega	10.12%	5.88%	0%	39.29%	21.65%	16.00%	57.18%	44.47%	37.18%	74.40%	62.25%	55.75%	85.50%	73.00%	71.50%	89.00%	80.50%	78.25%
<b>Total PK4</b>	<b>10.6%</b>	<b>6.26%</b>	<b>1.89%</b>	<b>31.88%</b>	<b>20.83%</b>	<b>20.93%</b>	<b>57.46%</b>	<b>45.39%</b>	<b>47.55%</b>	<b>66.59%</b>	<b>51.16%</b>	<b>59.47%</b>	<b>77.93%</b>	<b>70.27%</b>	<b>73.34%</b>	<b>80.15%</b>	<b>73.44%</b>	<b>75.98%</b>

## Loya PK3 SLO 2024-2025

PK-3 SLO Data BOY August 20, 2024			October 22, 2024		December 17, 2024		February 18, 2025		March 25, 2025		April 30, 2025	
Teacher	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes
Barba	51.67%	Not assessed	73.33%	12.96%	89.50%	49.17%	92.38%	55.56%	98.50%	85%	100%	96.67%
Delgado	69.05%	Not assessed	78.57%	64.29%	92.00%	72.50%	97.00%	88.33%	99.05%	97.73%	99.09%	99.24%
Rodriguez	70.0%	Not assessed	88.89%	Not assessed	91.58%	Not assessed	97.78%	75.00%	100%	95%	100%	95%
<b>Total PK3</b>	<b>63.57%</b>	<b>Not assessed</b>	<b>80.26%</b>	<b>25.75%</b>	<b>91.03%</b>	<b>60.83%</b>	<b>95.72%</b>	<b>72.96%</b>	<b>99.20%</b>	<b>92.58%</b>	<b>99.70%</b>	<b>96.97%</b>

Students at this grade level are not assessed with TELPAS nor STAAR. Incoming students whose HLS indicates Spanish are tested with Pre-las to show language proficiency in both English and Spanish to determine placement at the BOY and at the EOY to indicate growth progress. PK-3 students were assessed by teacher observations and teacher created MOY and EOY assessments in recognizing number, shapes, and colors along with language development. In the new school year 2025-2026, PK-3 teachers will assess their students for the first time with CIRCLE. Due to the young age of our PK-3 students, they will not be assessed in all areas as they are in PK-4. (See CIRCLE Progress Monitoring-Tx PKG alignment in addendum)

Our dual language program used the 90/10 model for PK-4 students. This allowed for a strong foundation of the students' first language to be solidified for them. The campus continues to implement Project GLAD (Guided Language Acquisition Design) and the use of Estrellita phonics in all dual language classrooms. This coming school year we will begin using the 70/30 model for all PK3 & PK4 dual language classrooms, with reading in Spanish and mathematics in English.

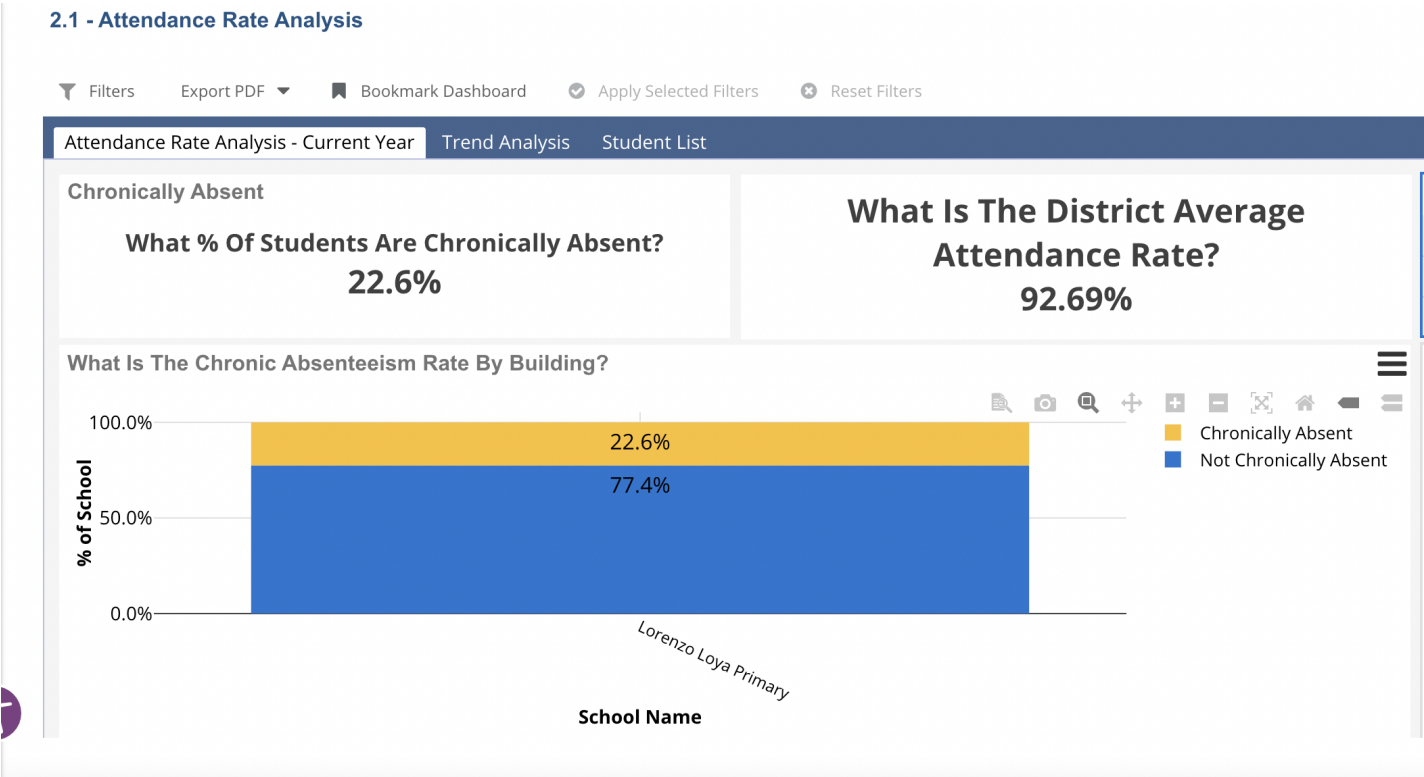
Improving vocabulary development, pre-reading and listening comprehension skills will continue to be a focus for the 2025-2026 academic year, thus, Loya Primary will focus on implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension using the state Pre-K guidelines and outcomes.

An area of need for the campus is to improve our attendance rate. This year we had a higher attendance rate from previous years, but we are still below the state percentage goal of 96%. Our teachers, counselor and registrar/attendance will continue to oversee the attendance to ensure those students that have chronic absents are contacted after 3 absences. A follow up call will be

made by campus principal as well as informing parents about the attendance rate through the monthly parent newsletter.

To improve attendance and meet the state goal of 96%, we will continue monitoring absences closely with early intervention for students with chronic absences. Personalized outreach from the principal and teachers, along with clear communication through newsletters and communication app Class Dojo, will emphasize the importance of regular attendance.

2024-2025 Attendance

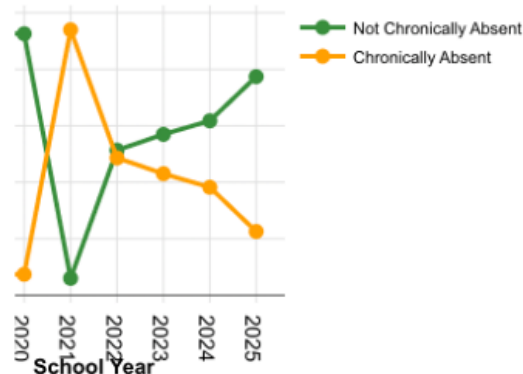


## 2.1 - Attendance Rate Analysis

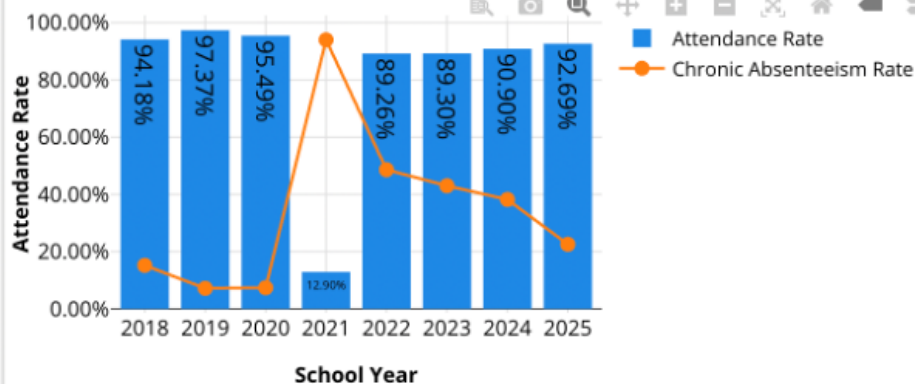
Filters Export PDF Bookmark Dashboard Apply Selected Filters Reset Filters

Attendance Rate Analysis - Current Year Trend Analysis Student List

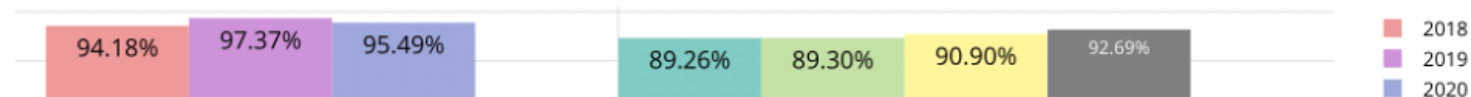
### ism Trend



### District Attendance Rate vs Chronic Absenteeism Trend



### Trend By Building



## Student Achievement Strengths

As indicated PK-4 data reflects gains in the area of mathematics and reading. The result of having the daily calendar in both reading and math continues to be favorable. The vibrant and fun educational videos have made a lasting impact on students, where they have been able to retain and sustain their learning. Pre-reading skills have also shown an improvement for the majority of the students, the students who are struggling with some of the concepts received support with their language development from our campus intervention teacher. The students who were under RTI had been evaluated earlier in the school year for speech and were being served to assist in their area of need. We witnessed an increase with communication skills with those students receiving speech therapy, especially with our PK-3 students.

Teachers were provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to disaggregate data, to create meaningful lesson plans that target Pre-kindergarten TEA Guideline Standards, and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation in order to address individual student academic needs. Intervention blocks will continue for students to be serviced by both teachers and T-2's on a daily schedule to continue supporting growth.

As a campus we focus not only on academics, but we also focus on building social skills for our students where they learn to collaborate with their peers, learn about social acceptance, build up their vocabulary development through role playing, and have opportunities to play as part of their learning. We have seen our students become very independent and have seen their confidence rise from the start of the school year. Many parents have shared with us, they are amazed to see how far their child has come in both academic and social needs.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Attendance has been a concern for our campus. We averaged a 92.69% for both grade levels. We did see an improvement from previous years, but having difficulty reaching the state goal of 96%.

**Root Cause:** Attendance is impacted by our students getting ill during the colder months of school as well as parents not bringing them to school consistently.

# School Culture and Climate

## School Culture and Climate Summary

Our PK-3 program has been successful with student growth development progress in both academic and social skills, the three sections kept a steady number of 20-22 students throughout the school year. They continue to do very well!

We had to close one section of PK-4 monolingual and add a PK4 dual language classroom in order to serve students in the program. Our goals did not change in bringing our mission and vision statement to realization. Together we continued to build a rapport among one another in order to serve our students and families. A common vision for the instructional team, was to focus on how to serve our teachers and support them with our students academic and social emotional needs. Safety measures were in place from the very beginning, having a full time SRO on campus has been well received by all. We are truly grateful for this state initiative.

Campus committees consisted of the following: SBDM, LPAC, Safety, PBIS and attendance, continue to establish a systemic alignment, meet regularly to adhere to timelines and work on common goals for our students. The SBDM committee had representation from parent and community members to have input with respect to the Campus Improvement Plan (CIP). PLC meetings continued throughout the year.

## School Culture and Climate Strengths

Our campus recognized students' efforts in behavior, attendance and academics every nine weeks through our 9-week award assemblies. Students received certificates along with a surprise gift to thank them for their efforts. We have established weekly dress days for the students to participate in: Tuesday are College/Military dress, Wednesdays are Superhero T-shirt days and Fridays we celebrate our SEISD pride with school colors. We also continue with cultural celebrations in September and May that included a parade for parents to view as the students dressed in cultural attire, our veterans were honored with a celebration parade along with dress activities showing their American Pride for November and in April for Military month. Other celebrations have been literacy, Halloween, drug awareness week, and Christmas. A college presentation was done from EPCC students to be exposed to careers paths and secondary learning and "what they want to be when they grow up". For career day, invited guests from Border Patrol, SEISD transportation, San Elizario Marshals, EP county Sheriffs, Clint fire department along with a local transportation company, came for an outdoor presentation to our students. The students were thrilled to have so many community members visit with them!

Our counselor oversees the PBIS committee, they continue to establish ideas for the PBIS core values for our students. Classroom visits with lessons were conducted in all classrooms by the counselor. The committee planned and followed through with several fundraisers and concessions sales throughout the school year for our students. Enough funds were raised to purchase a water slide for the campus to use for the end of year activities. We continued to recognize students for the monthly PBIS kid award, who are nominated by their teachers and recognized during a ceremony with a certificate and medal to wear with pride. They join the hallway of champions bulletin boards where their peers get to view their individual pictures and get inspired to become a champion too!

The "Hallway of Champions" continues to be a highlight for our students who have been recognized for perfect and faithful attendance, STAR students, monthly PBIS Kid award and to honor our Champion Readers as well as teachers and employees of the month.

We continued to honor our military kids with dedicating the month of April to celebrate with special guests and activities. This year our PK4 military graduates were recognized and honored with a purple sash to wear with their cap and gowns, their families beamed with pride!

We continued to honor our teachers (TOM), staff (EOM) and our little Eagle award to be recognized by their colleagues who were given with a certificate along with a sweet treat to enjoy. A bulletin board is dedicated to them in the teachers mail room, where they are highlighted with their picture and the kind words shared by their colleagues. Our custodial staff, counselor, nurse and library aide are also acknowledged during their special month and in May all faculty and staff are celebrated during teacher appreciation. During the early release, birthdays continue to be acknowledged with a happy birthday cards and a sweet treat for them to enjoy too. Frames and treats are donated by the principal.

The bulletin board is also used to keep all employees informed about the SEISD testing calendars, weekly Eagle News, bus schedules, birthdays and special recognition that is located in the teachers lounge.

A weekly/bi-weekly newsletter is emailed to all faculty and staff to keep them abreast of events, timelines, safety information, monthly birthday recognition's and district information notices by Principal. The monthly Smore's parent newsletter is also shared with the faculty and staff to communicate with our families. I really appreciate the feedback from our parents on how they

appreciate the communication from our campus, it allows them to plan accordingly to attend both campus and district events.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Loya Primary School employs teachers who are certified to teach at their grade level and specialty. There are 3 teachers who have alternative certification on campus: M. Benavidez, I. Ballesteros and X. Gentry, throughout the year they must maintain 30 hours of professional development, totaling 150 for every 5 years.

New teachers were provided support at the campus level to support student learning and teacher growth expansion. Faculty and staff were provided professional development that were outlined in the 24/25 CIP goals and objectives.

During the 2025-2026 academic school year, we will continue the PLC process planning and the assessment checklist. We will continue to request to use the first month to get to know our students before data meetings are held. Teachers are doing informal observations and collecting data for their student learning objective (SLO). As part of the professional development, the campus will focus on strategies to work with students with emotional needs, as well as those with reluctant behaviors. The district Curriculum & Instructional department will support the campus with training from the region service center 19.

## Staff Quality, Recruitment, and Retention Strengths

The campus instructional support team facilitates transitioning by modeling and co-teaching to support new campus teachers and supporting any teachers in the area of need for their students and themselves. Teachers meet weekly for PLC's and collaborate with their grade-level colleagues. Suggestions and concerns can be openly shared with administration. The instructional leadership team conducts walk-throughs/learning walks and provides timely feedback to support teacher growth. The retention rate at Loya Primary has been excellent for the past 8 years.

As of June 2025, we had to close section of PK-4 dual language due to the low enrollment. With this request being made, a teacher in PK-3 was reassigned to another campus while the section that was closed, teacher was moved to a monolingual PK-3 position.

This past school year, we had 3 teachers who were rewarded for the TIA award for the 2nd year in a row, additionally another teacher was awarded her first TIA designation. We are very proud of their dedication to our students, serving excellence in their classrooms.

Our PK-3 teachers will have an opportunity to be included in the TIA award, according to the outcome of students results, their evaluations and other TIA rubric requirements.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

PLC meetings were held once a week with the focus being on planning with vertical alignment, adapting lessons from Scholastic curriculum for PK-4, the Frog Street curriculum for PK-3 and creating assessment checklists. Teachers collaborate to create assessments for students according to what was taught during a certain timeframe. Results were presented and discussed during data meetings that focused on pre-reading and pre-math concept skills. After data review, teachers worked on intervention strategies for their students.

All classroom teachers align their Student Learning Objective (SLO) goals with their students academic progress in PK-3: color, shapes and number recognition and in PK-4 in letter and sound recognition.

Loya Primary is implementing the TEA Pre-kindergarten guidelines and research-based best practices. Collaboration among grade levels is a priority with the focus on maintaining consistency in academic vertical alignment.

Our instruction is data-driven with a focus on providing instruction that is hands-on and relevant for our students. Teachers utilize their student data to guide their lesson planning and instructional delivery. The lesson planning of Google slides among both grade levels is excellent with alignment and provides great visuals that capture students attention.

This coming school year, PK-3 students will also be assessed with the CIRCLE assessment: BOY, MOY and EOY to track the progress the students are making throughout the school year. The BOY and EOY is reported to the state to compare to other PK students statewide.

## Curriculum, Instruction, and Assessment Strengths

In the areas of curriculum, instruction, and assessment, Loya Primary's strengths include:

- Implementing best practice instructional strategies through daily instruction.
- Utilizing research-based lesson planning.
- Planned curriculum meetings with campus Instructional Specialist and Administration.
- Teachers implement instruction and assessments that are aligned to Pre-k state guidelines in all core subjects.
- The support of instructional aides (T-2's) in every classroom has been very beneficial for students daily instruction and aiding with small intervention groups.
- Collaboration among the grade levels is truly a strength.
- Planning during PLC is a strength for alignment among grade levels.

# Family and Community Engagement

## Family and Community Engagement Summary

Other opportunities we have throughout the year at the campus level:

- Bingo with our grandparents in September.
- 16 de septiembre parade.
- 9-weeks award assemblies (4 in total)
- Coffee with Principal & cookies with Counselor in the fall and spring
- Veterans Day parade
- Thanksgiving Luncheon in November for families to join their children
- Celebration programs with student performances in December and May
- "Dia del nino: celebration during field day.
- Pre-k recruitment orientation/registration in April.
- Military Kid recognition's in April.
- Literacy float parade
- Dia del nino in April PE field day activities.
- Mothers Day celebration
- Monthly PBIS kids awards

## Family and Community Engagement Strengths

Establishing a positive and transparent relationships with our parents has been key to their involvement regarding their child's first experience in school. The importance of building and fostering our relationships with our parents is vital to the success of their children. TEAM Loya ensures we give our best to the SEISD community, "better together". The parents have commented that they have witnessed their children become very independent and have learned so much.

Principal continues to be highly visible at all parent meetings, events and take time to welcome them to the campus.

Lastly, communication with parents has also been the key to keep them informed on their child's progress and for opportunities for them to come to the campus for events. Parents are kept informed through the Class Dojo app, the monthly Smore's Parent newsletter, social media, campus website, flyers, and through the SEISD communication announcement system.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Our parent participation with campus events has increased over the years, but we would like for the percentage of registered parent volunteers to increase as

well.

**Root Cause:** Since many of our parents have younger children, they are not able to volunteer due to following SEISD volunteer safety guidelines with non-school age children. Some do try to volunteer as least a few times during the year when they have someone to take care of their younger children.

# School Organization

## School Organization Summary

The perception among all faculty and staff at Loya Primary is that it is a safe and positive environment with a strong focus on social and emotional need of our students as well as academic excellence. This past school year, a full time SRO was placed on our campus from the local San Elizario Marshal department. Having an armed officer has brought a sense of security for all those on campus, as well as comfort to our families. We conduct ongoing analysis of the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction and student safety. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices and building a strong social character. Loya Primary has a structure that allows for students to receive adequate time with campus/district-wide initiatives and interventions. As a campus, we will work to provide enhanced targeted interventions ensuring our students needs are meet on a daily basis.

## School Organization Strengths

Loya Primary operates as a campus-wide professional learning community. Teachers and staff are involved in the decision-making process. Our teachers, instructional specialist and campus principal analyze student assessment data to plan and deliver research-based best practice instruction and support with PD. Teachers are responsible for the classroom learning environment, delivery of lessons and classroom management. They meet on a weekly basis to plan for student academic progress, plan for special events, discuss timelines and due dates. We have campus designated committees working in unity for various campus duties. An Emergency Operation Plan and weekly door checks are in place and practice drills are conducted following a timeline. The CIP, Parent Newsletter, calendar of events, and other resources are posted on the campus website as well as on the class dojo app Morning, noon, and afternoon duties are assigned to various staff members in order to ensure student safety and smooth student transitions. We have structured classroom schedules to include an intervention block. We have a structured rotation schedule for the following enrichment classes: science maker-space classroom, computer lab, counseling weekly sessions and weekly library visits. As an addition to the enrichment classes, the Eagle Learning Classrooms: fine arts art and music, STEAM room and dramatic play, may be used throughout the day to enhance learning through discovery, exploring, creating and play.

We have 100% compliance with safety drill requirements.

# Technology

## Technology Summary

Currently all students are one-to-one with iPad's in all the classrooms. The computer lab desktops are equipped with the full version application of "Starfall and ABC mouse" both are technology apps to practice pre-reading and pre-math skills with our students. We are looking into purchasing Numbers and Letters ALIVE for the computer lab and the library to enhance number and letter recognition for our students.

We will continue to replace technology on an as-needed basis for faculty and staff use with the new budget 2025-2026 allotment.

## Technology Strengths

Every classroom is equipped with:

- 1 Active Panel
- i-Pad for every student
- 2 laptop computers: Teacher and T-2
- 1 portable document camera for home use (I-Pevo)
- Wireless listening station

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** With low enrollment comes a smaller budget to purchase updated technology for our classrooms. Many of the older panel boards tend to freeze up throughout the day

**Root Cause:** Panel boards have not been purchased in over 8 years.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Student Data: Assessments**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data

# Goals

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.





**Performance Objective 1:** Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

## High Priority

**Evaluation Data Sources:** BOY, MOY & EOY CIRCLE Progress Monitoring School Benchmark Growth Report for both PK-3 and PK-4 and teacher created checklist assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity <b>Strategy's Expected Result/Impact:</b> Set a strong foundation in pre-math skills with the use of manipulatives. <b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports <b>Strategy's Expected Result/Impact:</b> Continue with strong vertical and horizontal alignment between the grade levels, intentional lesson planning and interventions support for students following Pre-k guidelines. The various student data results will reviewed to plan for interventions and differentiation. <b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides and principal.  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning. <b>Strategy's Expected Result/Impact:</b> Lessons will be submitted and reviewed on a weekly basis from all classrooms teachers, with feedback and suggestions. Learning centers will be aligned among the grade levels to ensure equity of materials and manipulatives for student use. <b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides, counselor and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices <b>Strategy's Expected Result/Impact:</b> Instructional specialist will model the coaching model to all classroom teachers and offer support to those needing more practice. Discussions will be held during PLC and one-to-one conferences with principal. <b>Staff Responsible for Monitoring:</b> Instructional specialist and principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills. <b>Strategy's Expected Result/Impact:</b> We will monitor students language, listening and speaking skills, through informal and formal teacher observations, assessment checklists, SLO goals, CIRCLE assessments and Pre-las testing at the BOY and EOY. Student growth progress will be discussed throughout the school year. <b>Staff Responsible for Monitoring:</b> All teachers, instructional specialist, instructional aides, counselor and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 2:** Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

**High Priority**

**Evaluation Data Sources:** Student learning objective (SLO) & students growth chart, checklist assessments, teacher created checklist assessments and CIRCLE BOY, MOY & EOY assessment results for both PK-3 and PK-4.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials in reading and writing Pre-K-12, meeting state standards, should be used with fidelity  <b>Strategy's Expected Result/Impact:</b> Instructional materials will be used for lesson planning and delivery in all classrooms aligned to the state PK guidelines, which will support student goal outcomes in ELAR. PK-3: Frog Street and in PK-4: Pre-k On Our Way along with teacher created materials for literacy stations. Estrellita, "fun"datations and learning dynamics to support phonological awareness.  <b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.  <b>Funding Sources:</b> SBITA - 199: General, State Compensatory Education - 199.11.6268.00.102.30 - \$425, GENERAL SUPPLIES - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - \$13,775	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports  <b>Strategy's Expected Result/Impact:</b> Continue with strong alignment both vertical and horizontal in both PK-3 & PK-4 grade levels, and both our ECSE units too support the individual needs of our students with IEP's. With having strong alignment and instructional delivery will impact a positive and a strong learning foundation.  <b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning. <b>Strategy's Expected Result/Impact:</b> Strong alignment among the grade levels to give our students the same opportunities in their learning, which will include classrooms learning stations. <b>Staff Responsible for Monitoring:</b> Lessons will be viewed by principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices <b>Strategy's Expected Result/Impact:</b> Coaching model will support teachers with researched based best instructional practices to deliver lessons that are age appropriate following the state PK guidelines. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist, and central office C & I department.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills. <b>Strategy's Expected Result/Impact:</b> Campus will use the model of 70/30 in all dual language classrooms to support students with their L1 and L2. Summit K-12 is not used at the primary campus, campus will use AVID strategies and teacher modeling to develop the listening and speaking skills of our students. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 3:** Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

**High Priority**

**Evaluation Data Sources:** Teachers informal and formal classroom observations, student engagement and results for CIRCLE BOY, MOY and EOY in both subjects.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity <b>Strategy's Expected Result/Impact:</b> Campus will continue to use Frog Street and Scholastic Pre-k On Our Way and learning stations to incorporate in activities in science and social studies. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports <b>Strategy's Expected Result/Impact:</b> Continue with strong alignment both vertical and horizontal in both PK-3 & PK-4 grade levels, and both our ECSE units too support the individual needs of our students with IEP's. With having strong alignment and instructional delivery will impact a positive and a strong learning foundation. <b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning. <b>Strategy's Expected Result/Impact:</b> Lessons will be submitted and reviewed on a weekly basis from all classrooms teachers, with feedback and suggestions. Learning centers will be aligned among the grade levels to ensure equity of materials and manipulatives for student use. <b>Staff Responsible for Monitoring:</b> Lessons will be viewed by principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices <b>Strategy's Expected Result/Impact:</b> Coaching model will support teachers with researched based best instructional practices to deliver lessons that are age appropriate following the state PK guidelines. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist, and central office C & I department.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills. <b>Strategy's Expected Result/Impact:</b> Campus will use the model of 70/30 in all dual language classrooms to support students with their L1 and L2. Summit K-12 is not used at the primary campus, campus will use AVID strategies and teacher modeling to develop the listening and speaking skills of our students. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and specialized instructional aides (Computer lab, library and maker-space classroom for alignment)	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 4:** Increase the percentage of student participation in Post-secondary opportunities

**Evaluation Data Sources:** Increase STEAM, College and Career Readiness opportunities for our students to be exposed and introduced too. Counselor will reach out for UTEP, EPCC to present age appropriate presentations to our students, also to include community helpers during career day.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School <b>Strategy's Expected Result/Impact:</b> Our young students will be introduced to career and college readiness with campus presentations from EPCC, UTEP and community helpers. <b>Staff Responsible for Monitoring:</b> Counselor, teachers, instructional specialist and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels <b>Strategy's Expected Result/Impact:</b> Students will learn about the various careers options through community helper curriculum units in social studies and science , classroom learning centers and eagle learning centers, which includes the remodeled dramatic play classroom. <b>Staff Responsible for Monitoring:</b> Principal, campus instructional specialist, reading intervention teacher and all classroom teachers.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins <b>Strategy's Expected Result/Impact:</b> Campus instructional team will continue monitoring SLO data , incorporate students progress through PLC data meetings. Principal will meet with teachers at BOY, MOY and EOY to look for student growth according to the Student Learning Objective (SLO) <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional specialist and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with local employers to provide real-world experiences that align with career pathways <b>Strategy's Expected Result/Impact:</b> Classroom presentations will align with thematic units of study for students, to include: dental presentations, veterinary services, various community helpers and our SEISD transportation department. <b>Staff Responsible for Monitoring:</b> Counselor, campus instructional specialist, all classroom teachers and principal.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer opportunities for ROTC programs, military or other services opportunities <b>Strategy's Expected Result/Impact:</b> Campus will continue with bi-monthly dress activities for military, making the month of April "celebrating military kid" all month long with presentations during family literacy sessions, little eagle boot camp in P.E. , collaboration with SEHS ROTC cadets and campus Veterans Day parade. <b>Staff Responsible for Monitoring:</b> Campus military liaison, counselor and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.





**Performance Objective 5:** Ensure students are well rounded and 21st century ready

**High Priority**

**Evaluation Data Sources:** Teachers and administration will focus on emotional, cognitive, and social development for future readiness with appropriate activities in and out of the classroom

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with opportunities to learn and develop new skills in the library with the support of our librarians  <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to learn the process of checking in/out books, learn to be responsible with care of books, the use of I-pads for on-line literacy skills and classroom lessons are reinforced in the library.  <b>Staff Responsible for Monitoring:</b> Classrooms teachers, librarian aide and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)  <b>Strategy's Expected Result/Impact:</b> Our library will also be used as a learning environment where students develop their fine motor skills, listening and speaking skills as well as social and emotional skills.  <b>Staff Responsible for Monitoring:</b> Classrooms teachers, librarian aide and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education  <b>Strategy's Expected Result/Impact:</b> Students will enhance their gross and fine motors skills in PE to develop their coordination skills as well as their listening skills. Fine arts skills are embedded in the daily lessons and also during speciality classes in maker-space, library and computer lab.  <b>Staff Responsible for Monitoring:</b> PE teacher, PE aide, classroom instructional aides and principal.	Formative			Summative
	Sept	Nov	Jan	Mar







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school <b>Strategy's Expected Result/Impact:</b> Campus will offer intersession during the fall, spring and summer to students in PK-4 who are needing the extra support in pre-reading and pre-math skills. Classroom teachers will model the use AVID strategies that are age appropriate for our young students. <b>Staff Responsible for Monitoring:</b> Classrooms teachers, instructional specialist and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** To promote student success by providing a supportive, inclusive, and empowering educational environment.

**Performance Objective 6:** Provide a safe and supportive environment for all

**High Priority**

**Evaluation Data Sources:** Teachers and administration will ensure our students will have a learning environment that is supportive with emotional, physical, and mental safety. With a priority of setting a foundation for them to explore, learn, and grow confidently.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue with activities that promote students to attend school every day <b>Strategy's Expected Result/Impact:</b> Students will be encouraged to come to school everyday as well with our parents in bringing their child to school. Parents will be notified and receive communication through campus website, monthly Parent Newsletter and through the Class dojo application. They will be acknowledge for having perfect and near perfect attendance during the each award assemblies. <b>Staff Responsible for Monitoring:</b> All faculty and staff will be responsible for monitoring student attendance.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide <b>Strategy's Expected Result/Impact:</b> Students will receive weekly lessons from campus counselor on behavior expectations (MTSS) and support them with SEL lessons in her class as well as in their regular classroom. Students will be able to practice behavior expectations in and out of the classroom and will be awarded with monthly incentives. <b>Staff Responsible for Monitoring:</b> Campus counselor, campus MTSS committee and classroom teachers.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized. <b>Strategy's Expected Result/Impact:</b> Custodians will ensure the campus is clean on a daily basis to ensure a sanitized and healthy learning environment for our students, faculty and staff. <b>Staff Responsible for Monitoring:</b> Head custodian and principal	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 1:** Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

**High Priority**

**Evaluation Data Sources:** T-TESS Walkthroughs, T-CESS for counselor, formal observations, summative evaluations, and SLO check-in's. Each wave of the CIRCLE assessment results will be viewed and discuss with teachers during data PLC's, along with SLO data and 4 & 8 week assessment checklist.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19). <b>Strategy's Expected Result/Impact:</b> Campus will continue to celebrate employees to acknowledge them for their work. The only funds that will be used are those set aside for teacher appreciation within the campus budget. <b>Staff Responsible for Monitoring:</b> Principal, Chief Financial Officer (CFO)	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. <b>Strategy's Expected Result/Impact:</b> Seek professional development for teachers and aides focused on research-based strategies in early childhood education, including differentiated instruction, social-emotional learning, literacy, and technology integration to serve our students. Encourage ongoing learning through coaching and collaboration at both the campus and district level. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and the district curriculum and instruction department officers.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs <b>Strategy's Expected Result/Impact:</b> Communicate through social media venues to advertise the district and any openings that are available for employment. <b>Staff Responsible for Monitoring:</b> Principal at the campus level and HR department for district wide and regionally.	Formative			Summative
	Sept	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 2:** To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

**Performance Objective 2:** Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

**High Priority**

**Evaluation Data Sources:** Our faculty and staff will ensure we are fulfilling the campus vision and mission for our students and families by working collaboratively and communicating with one another. Principal will communicate expectations of both campus and districts goals, will also provide on-going support and guidance to meet the needs of the campus. On-going PLC's, monthly faculty meetings, communicate bi-weekly through "Eagle News" and Parent monthly newsletter.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Aide-Library Elementary, Title I Aide, and District Social Worker. <b>Strategy's Expected Result/Impact:</b> Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administration, Human Resources Dept.  <b>Funding Sources:</b> Aide-Library Elementary - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.102.30 - \$22,340, Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.102.30 - \$34,047, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.102.30 - \$10,383, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.102.30 - \$12,500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation <b>Strategy's Expected Result/Impact:</b> Campus instructional specialist will commit and support all classrooms teachers with modeling of lessons as needed, document evidence of classroom learning walks with immediate feedback to teachers. She will support them suggested learning activities, resources and materials to enhance lessons for our students during PLC planning. <b>Staff Responsible for Monitoring:</b> Principal and district C &I department.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training <b>Strategy's Expected Result/Impact:</b> Professional development in the area of meeting the social emotional needs and specialization in autism will enhance our craft in reaching students who are struggling with daily expectations. <b>Staff Responsible for Monitoring:</b> Collaboration with SPED and C & I departments, Region 19 service center and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide professional development opportunities for librarians and nurse. <b>Strategy's Expected Result/Impact:</b> Our librarian aide will attend PD with teachers as needed, so she may use best practices and strategies with our students in her daily rotation schedule. Our campus nurse will also attend PD when opportunities are available to enhance her craft for the needs of our students. Communication will be on-going with the lead SEISD librarian and lead nurse regarding opportunities for PD. <b>Staff Responsible for Monitoring:</b> Campus principal, lead SEISD librarian and our SEISD lead nurse	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily) <b>Strategy's Expected Result/Impact:</b> With the allotted campus budget resources will be purchased to ensure supplies are available for daily use and as needed basis. <b>Staff Responsible for Monitoring:</b> Campus secretary, instructional specialist, classroom teachers and principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities <b>Strategy's Expected Result/Impact:</b> With the allotted campus budget, monies have been assigned to purchase the instructional materials needed for the students and teachers, to included consumables instructional supplies. <b>Staff Responsible for Monitoring:</b> Campus secretary, instructional specialist, and principal	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 1:** Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success





**Evaluation Data Sources:** Feedback from event evaluations and parent meetings. Input from parents during family literacy sessions and conversations held during school year hours.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents <b>Strategy's Expected Result/Impact:</b> Parents will be invited to participate on campus committees: LPAC,SHAC, SBDM , monthly family literacy sessions, Title I meetings, coffee with counselor/principal, tech parent meeting and district parent meetings. They will also be invited to special celebrations throughout the school year to support their child's learning. This allows for campus transparency to build relational capacity. <b>Staff Responsible for Monitoring:</b> Classroom teachers, librarian aide, district parent liaison, counselor, MTSS committee and principal. <b>Funding Sources:</b> Food Purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.04.102.30 - \$300	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program <b>Strategy's Expected Result/Impact:</b> Campus will send out a parent climate survey to receive feedback from families on campus improvement or acknowledgment to enhance the learning community for their children. <b>Staff Responsible for Monitoring:</b> Principal.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** To create and sustain meaningful community partnerships that support shared goals and enhance student success

**Performance Objective 2:** Strengthen relationships with external organizations and/or businesses to expand home/school connection

**Evaluation Data Sources:** We will continue with our community outreach to organizations who have been dedicated and involved with the campus: San Elizario Marshal office, San Antonio Home Healthcare (Nunez family), Project Vida and the various student organization from SEHS.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support <b>Strategy's Expected Result/Impact:</b> Campus will continue to partner up with the San Elizario Marshal office, San Anotiono Home Healthcare and Project Vida. We will look to expand our list of Partners in Education to benefit the campus mission and vision. <b>Staff Responsible for Monitoring:</b> Counselor, SEISD Social worker and Principal.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement a community-based student mentor program for high-risk students <b>Strategy's Expected Result/Impact:</b> We will continue working with SEHS students organizations and the San Elizario Marshals to mentor our young students. <b>Staff Responsible for Monitoring:</b> Counselor, SEISD Social worker and Principal.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 1:** Ensure solvency, sustainability, and transparency with district/campus finances

**High Priority**

**Evaluation Data Sources:** Campus Improvement Plan (CIP) will be available on-line for families to view. Title I meetings will be held twice a year to share funding information and principal will ensure the campus budget is used towards improving student outcomes, while supporting sub populations and faculty and staff.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use <b>Strategy's Expected Result/Impact:</b> Technology will be purchased as a needed basis for students and staff to ensure equipment is functioning for instruction purposes for each classroom. <b>Staff Responsible for Monitoring:</b> Principal and technology aide at campus level will keep track of inventory and quality of equipment. The budget will be overseen by district CFO to ensure proper handling of monies.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action <b>Strategy's Expected Result/Impact:</b> Campus registrar and principal will keep HR and upper management informed of class roster sizes affecting enrollment. <b>Staff Responsible for Monitoring:</b> Principal will keep track of student enrollment and teacher ratio. While the district CFO will oversee the budget.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 2:** Guarantee the optimization of financial resources

**High Priority**

**Evaluation Data Sources:** Adhere to budget timeline throughout the year.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan <b>Strategy's Expected Result/Impact:</b> Campus budget will be aligned to the Campus Improvement Plan (CIP) to ensure adequate spending of the needs of the campus. A priority focus is to ensure instructional materials needed for our students and teachers are being purchased in a timely manner. <b>Staff Responsible for Monitoring:</b> Principal, instructional specialist and secretary.	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

**Performance Objective 3:** Focus on the implementation of operational efficiencies

**High Priority**

**Evaluation Data Sources:** Principal will implement operational efficiencies to focus on streamlining processes, optimizing resources, and ensuring smooth daily operations with all other team members.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit <b>Strategy's Expected Result/Impact:</b> Collaborate and communicate the needs of the campus with the district HR department to ensure staffing ratios are aligned with the TEA expectations. <b>Staff Responsible for Monitoring:</b> District HR department, CFO and upper management.	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baca, Rita	Aide-Title I	Title I, Part A	100%
Graves, Sylvia	Social Worker	Title I, Part A	16.65%
Jasso, Mercedes	Librarian	Title I, Part A	12.5%
Montoya, Erika	Aide-Library Elementary	Title I, Part A	100%

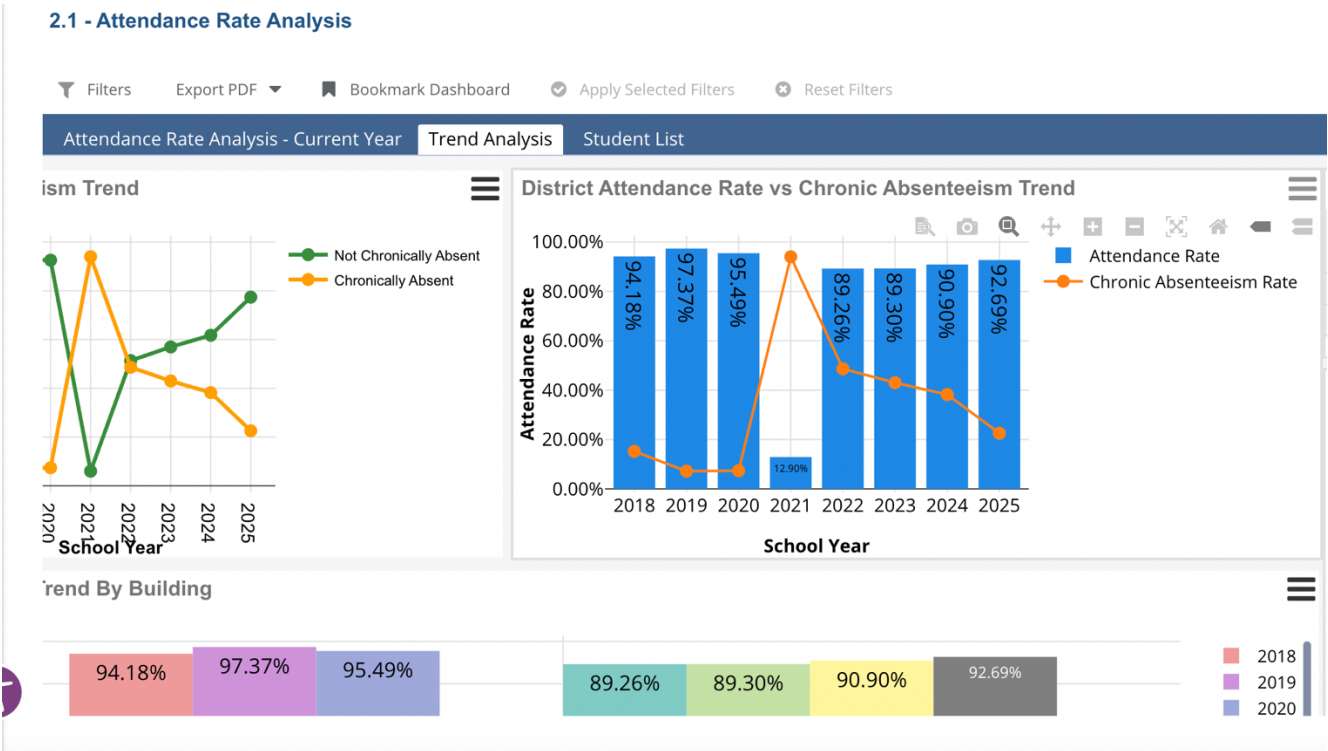
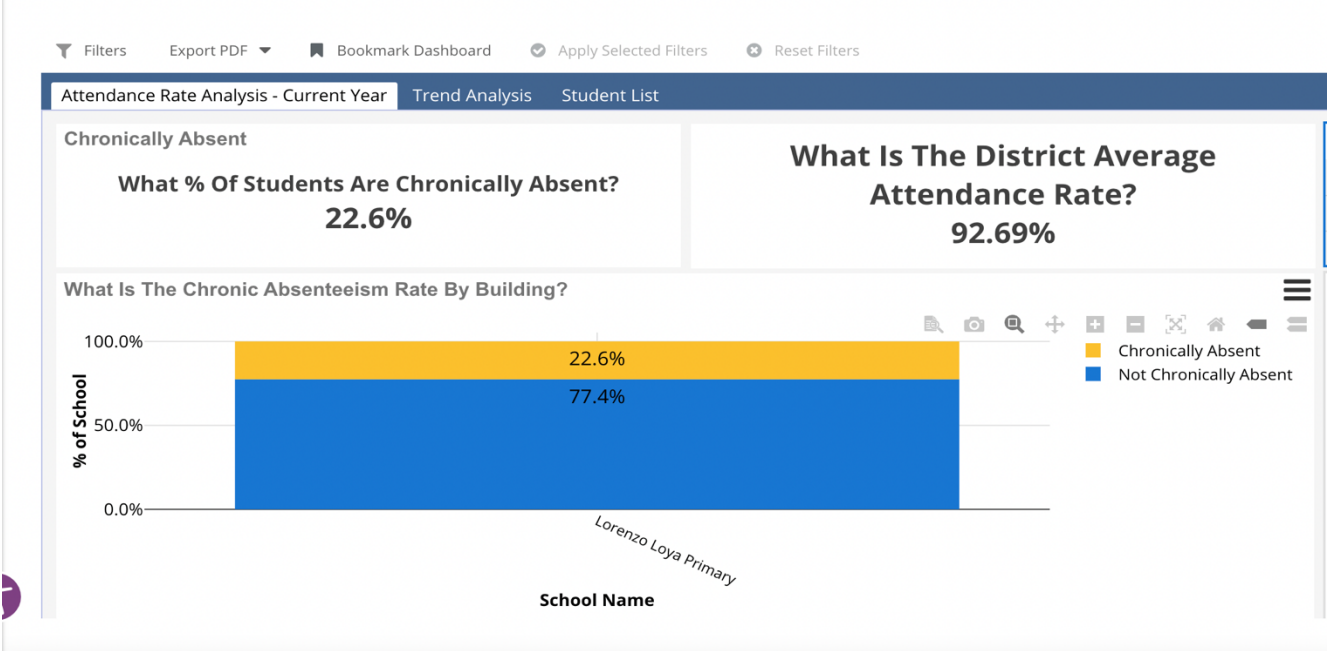
# Campus Funding Summary

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SBITA	199.11.6268.00.102.30	\$425.00
1	2	1	GENERAL SUPPLIES	199.11.6399.00.102.30	\$13,775.00
Sub-Total					\$14,200.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Librarian	211.12.6119.00.102.30	\$10,383.00
2	2	1	Social Worker	211.32.6119.00.102.30	\$12,500.00
2	2	1	Aide-Title I	211.11.6129.00.102.30	\$34,047.00
2	2	1	Aide-Library Elementary	211.12.6129.00.102.30	\$22,340.00
3	1	1	Food Purchases	211.61.6497.04.102.30	\$300.00
Sub-Total					\$79,570.00

# Addendums

2024-2025 Attendance

2.1 - Attendance Rate Analysis



# Campus Annual Update

## Lorenzo G. Loya Primary

School Year: 2024–2025

### 1. Introduction

- **Overview of the Campus**

- Lorenzo G. Loya Primary offers a full-day program for Pre-Kindergarten students ages 3 and 4. We provide families with a range of options and services, including dual language classrooms using a 90/10 model, monolingual classrooms, and special education services for qualifying students—such as speech therapy and ECSE self-contained units. Students also benefit from enrichment classes in technology, library, social-emotional learning (SEL), and access to our STEAM Maker Space Lab.

- **Mission Statement:**

- We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially and emotionally

- **Vision Statement:**

- The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners which are confident, competent and contributing member of society.

- **Purpose of the Annual Update**

- Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.
-



## 2. Campus Performance Overview

- Academic Achievement
  - Assessment Results 2024-2025: PK4 CIRCLE BOY-MOY-EOY

English: Math CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	67%	97%	100%
Need Monitoring	0%	3%	0%
Needing Support	33%	3%	0%

(2 monolingual sections)

Spanish: Math CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	84%	92%	85%
Need Monitoring	0%	0%	0%
Needing Support	16%	8%	15%

(4 dual language sections)

- Drop in scores due to students taking the assessment in 2 languages and new students arriving after the MOY testing window, loss of instruction due to not attending school.

<b>English: Reading CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	14%	91%	97%
Need Monitoring	3%	0%	0%
Needing Support	83%	9%	3%

(2 monolingual sections)

<b>Spanish: Reading CIRCLE Assessment</b>			
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>	<b>WAVE III (EOY)</b>
On-track	13%	85%	87%
Need Monitoring	0%	0%	0%
Needing Support	87%	15%	13%

(4 dual language sections)

- **Academic Achievement**
  - **Assessment Results** 2024-2025: PK3 MOY and EOY teacher created assessment, tied to teachers SLO (Student Learning Objective)

English: MOY Teacher Created Assessment			English: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	94%	6%	99%	1%
Shapes	73%	27%	100%	0%
Rote counting numbers	93%	7%	95%	5%
Number concept	100%	0%	95%	5%

(1 monolingual section)

Spanish: MOY Teacher Created Assessment			Spanish: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	92%	8%	98%	2%
Shapes	65%	35%	96%	4%
Rote counting numbers	83%	17%	92%	8%
Number concept	82%	18%	96%	4%

(2 dual-language sections)

ECSE: MOY Teacher Created Assessment			ECSE: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	51%	49%	47%	53%
Shapes	43%	57%	42%	58%
Rote counting numbers	41%	59%	41%	59%
<b>Number concept</b>	<b>62%</b>	<b>38%</b>	<b>61%</b>	<b>39%</b>

(1 ECSE unit class for MOY and 2 ECSE classes for EOY, new enrollment of 2 students after Spring Break)

- **Academic Achievement**
  - Data over 5-year span for PK4 CIRCLE assessment using TIP (Target Improvement Plan) excel spreadsheet

#### Year to Year Progression Results 2021-2025

Grade Level	Student Group	Subject Tested	EOY Assessment	2021 Wave 3 EOY Results	2022 Wave 3 EOY Results	2023 Wave 3 EOY Results	2024 Wave 3 EOY Results	2025 Wave 3 EOY Results
PK4	Dual Language	Phonological Awareness	CIRCLE	45%	63%	70%	88%	87%
PK4	Dual Language	Mathematics	CIRCLE	40%	63%	70%	87%	85%
								Dropped by a few points due to new students arriving after January 2025 and students who LI is English dominant
PK4	Monolingual	Phonological Awareness	CIRCLE	46%	54%	60%	88%	97%
PK4	Monolingual	Mathematics	CIRCLE	45%	69%	75%	96%	100%

- **Military Readiness**

- In order to assist in meeting the needs for the district Military Readiness, each grade level has a common SLO (Student Learning Objective) goal that is being monitored by principal at certain checkpoints throughout the school year. PK4 will concentrate in recognizing at least 20 letters, upper and lowercase and able to identify the initial sound of the letter. PK3 will monitor colors and shapes. As a challenge they will also incorporate the vowels in the last 9 weeks. (data below)

## Loya PK4 SLO 2024-2025

PK-4 SLO Data BOY August 20, 2024				October 22, 2024			December 17, 2024			February 18, 2025			March 25, 2025			April 30, 2025		
Teacher	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound
Ballesteros	2.12%	1.41%	0.94%	15.43%	14.86%	15.43%	38.40%	42.40%	37.07%	58.25%	41.50%	48.80%	74.75%	73.50%	73.33%	77.25%	75.50%	75.00%
Benavidez	33.65%	21.73%	7.50%	55.34%	40.38%	39.96%	78.51%	59.28%	66.29%	82.81%	64.93%	75.34%	87.18%	73.08%	84.86%	92.31%	81.97%	90.14%
Berumen	4.94%	3.53%	0%	38.00%	18.67%	19.56%	59.53%	43.53%	58.35%	64.71%	50.82%	60.71%	74.35%	73.88%	71.76%	74.35%	73.88%	71.76%
Mendoza	7.12%	2.31%	0.58%	28.74%	17.00%	19.23%	57.69%	38.46%	44.42%	74.70%	53.63%	60.47%	79.70%	61.11%	72.22%	81.84%	61.75%	74.36%
Montoya	5.65%	2.82%	2.35%	14.53%	12.42%	15.37%	53.50%	44.25%	42.00%	44.71%	33.88%	55.76%	66.12%	67.06%	66.35%	66.12%	67.06%	66.35%
Ortega	10.12%	5.88%	0%	39.29%	21.65%	16.00%	57.18%	44.47%	37.18%	74.40%	62.25%	55.75%	85.50%	73.00%	71.50%	89.00%	80.50%	78.25%
<b>Total PK4</b>	<b>10.6%</b>	<b>6.26%</b>	<b>1.89%</b>	<b>31.88%</b>	<b>20.83%</b>	<b>20.93%</b>	<b>57.46%</b>	<b>45.39%</b>	<b>47.55%</b>	<b>66.59%</b>	<b>51.16%</b>	<b>59.47%</b>	<b>77.93%</b>	<b>70.27%</b>	<b>73.34%</b>	<b>80.15%</b>	<b>73.44%</b>	<b>75.98%</b>

## Loya PK3 SLO 2024-2025

PK-3 SLO Data BOY August 20, 2024			October 22, 2024		December 17, 2024		February 18, 2025		March 25, 2025		April 30, 2025	
Teacher	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes
Barba	51.67%	Not assessed	73.33%	12.96%	89.50%	49.17%	92.38%	55.56%	98.50%	85%	100%	96.67%
Delgado	69.05%	Not assessed	78.57%	64.29%	92.00%	72.50%	97.00%	88.33%	99.09%	97.73%	99.09%	99.24%
Rodriguez	70.0%	Not assessed	88.89%	Not assessed	91.58%	Not assessed	97.78%	75.00%	100%	95%	100%	95%
<b>Total PK3</b>	<b>63.57%</b>	<b>Not assessed</b>	<b>80.26%</b>	<b>25.75%</b>	<b>91.03%</b>	<b>60.83%</b>	<b>95.72%</b>	<b>72.96%</b>	<b>99.20%</b>	<b>92.58%</b>	<b>99.70%</b>	<b>96.97%</b>

### 3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	173	171	Increase by 2 students
Average Daily Attendance (ADA) as of May 13, 2025	92.82%	90.90% (EOY)	2.11% attendance increase
Chronic Absenteeism (students missing 10% or more of school days) as of May 13, 2025	20.2%		
Total Absences	3,664		
Excused Absences	840		
Unexcused Absences	2,824		
Percentage of Students with Perfect Attendance	2%	3%	

DATA Needed

### 4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	0	0	0
Suspensions	0	0	0
Expulsions	0	0	0
In-School Suspensions (ISS)	0	0	0
Out-of-School Suspensions (OSS)	0	0	0
Referral Categories (Top 3 Reasons for Disciplinary Action)	0	0	0

## 5. PBIS Committee Information

- **MTSS Committee Members:**
    - PK- 3- Teacher representative
    - Pk- 4 Teacher representative
    - P.E. Coach
    - Instructional Specialist
    - Interventionist
    - STEM Teacher Aide
    - Librarian Aide
    - School Counselor
  - **Meetings:**
    - Plan for events and activities for the students
    - Plan fundraiser
    - Discuss SEL lessons
    - Plan presentations for parents on PBIS/MTSS
    - Discuss/plan monthly incentives
    - Purchase for PBIS relative activities
  - **Goals:**
    - Create a monthly calendar to include:
    - Goal of the month
    - Expectation of the week
    - Core Value of the month
    - Coordinate Theme/Topics with Family Literacy Session
  - **Areas to adjust/add to plan:**
    - Include PBIS/MTSS information on Eagle Newsletter
    - Re-create visuals for teachers in classroom
    - Continue with fundraising
    - Parent contract- Parents accountability for child's behavior
    - Modify behavior system across the school
- 

## 6. Key Accomplishments and Highlights

- **Academic Successes**
  - Our scores with CIRCLE assessments and SLO goals have shown progress throughout the years.
  - Success stories of high-performing students or programs.
- **Innovative Programs or Initiatives**
  - Students in our full-day 3-year-old program have shown significant growth compared to those in previous half-day programs. They enter PK4

with strong social skills and are well-prepared to continue learning. This year, we also saw increased enrollment across all three class sections.

- **Collaborations and Partnerships**

- In the past two years, Fort Bliss Army soldiers volunteered during special events to support our military-connected students and families. However, due to a high deployment rate this year, they were unable to commit to volunteering.
  - We have continued our partnership with San Antonio In-Home Healthcare and the Nunez family, who generously support our campus during special events. This year, TEAM Loya organized a Christmas sock drive for their patients, embracing the spirit of 'The Joy of Giving Back.
  - The San Elizario Marshals law enforcement department is one of our valued partners. They generously donate their time to read to our students and have gifted them with presents during the holidays.
- 

## **7. Areas for Improvement and Challenges**

- **Academic Areas Needing Focus**

- Due to their age, many of our students enter school with limited oral language skills. During the first nine weeks, teachers closely observe each child to determine whether a speech referral is needed or if additional time and support will help them develop the communication skills to express their needs.
- During PLC's teachers identify learning gaps through informal and formal observations and teacher created assessments to see where intervention is needed to assist our students.
- Students who are excelling academically and have mastered skills ahead of their peers receive differentiated instruction from our reading teacher to continue challenging and supporting their growth.

- **Student Support and Social-Emotional Needs**

- Our campus counselor is available half-days in the morning, as she supports a neighboring campus in the afternoons due to their higher enrollment. I would like to request that she remain at our campus full day during the first month of school to support students who are still adjusting to attending school for a full day.
- Our teachers conduct daily SEL lessons that align with the counselor's weekly visits, ensuring consistent support for students' social and emotional development.

- **Operational Challenges**

- Due to staffing shortages in the front office, our registrar currently handles both her responsibilities and those of an attendance clerk. When either the registrar or the secretary is absent, only one staff member remains to assist parents and guests, which places a significant strain on daily operations.



- As the only administrator on campus, the principal is responsible for managing all administrative duties.

## **8. Strategic goals and Objectives**

- **Short-Term Goals (Current School Year)**
    - Prepare to exchange student data with Sambrano Elementary, conduct the end-of-year LPAC meeting, finalize the summer session roster, and begin curriculum alignment using the campus YAG. Additionally, plan professional development that targets the specific needs of our students.
    - Adjust with the placement of instructional aides (T-2s) to better support classroom and student needs.
    - Provided training for our instructional aides (T-2s) on strategies to support students with behavioral concerns with the assistance from our special education department/AU specialist.
  - **Long-Term Goals (Next 1–3 Years)**
    - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
    - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
  - **Key Initiatives for the upcoming Year**
    - Provide support to teachers in implementing the adjusted dual language model.
    - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
    - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
- 

## **9. Parent and Community Engagement**

- **Parent Involvement**
  - We will continue the family activities we successfully implemented this year but will request the assistance of the district liaison to help recruit volunteers from the start of the school year to provide opportunities for approved parents to volunteer.

- The monthly newsletter will continue as a key form of communication, with enhancements to include updates and information from our MTSS committee.
- **Community Outreach**
  - Continue to nurture the partnerships we have established for community outreach.

## **10. Feedback from Stakeholders**

- **Student Feedback (as applicable)**
    - Due to the age of our students, we do not administer surveys. Instead, we gather feedback from parents during events and by building strong relationships with them.
  - **Teacher/Staff Feedback (as applicable)**
    - During meetings with faculty and staff, both in groups and one-on-one, I encourage them to reflect, share suggestions, and communicate how I can better support them in moving our campus to the next level.
  - **Parent Feedback (as applicable, if available from parent liaison)**
    - In meetings with parents, whether in small groups or during larger events, I reflect on their feedback and consider adjustments when needed. Recently, I included anonymous surveys in our monthly newsletter regarding upcoming registration, and I truly appreciate the responses received.
- 

## **11. Campus Highlights**

- Our MOY and EOY scores reflect the dedication and strong work ethic of our team. I'm incredibly proud of the progress our students have made.
- Our teachers were acknowledged for their hard work and were recipients of the TIA recognition.

## **12. Leadership Highlights**

- I'm very proud of the rapport and support built with parents this year. They felt comfortable reaching out to me with concerns, for guidance regarding their child, or simply to express their appreciation.
- Established mini-PLC's with our instructional aides to provide them with targeted support and guidance as needed.
- It has been rewarding to witness teachers taking initiative to challenge themselves and elevate our students to the next level.
- Successfully making it through another year while carrying the responsibilities as the sole administrator on campus.

### **13. Next Steps and Action Plans**

- On a personal note, requesting additional administrative support to help balance responsibilities, maintain my health, and be able to truly rest and spend quality time with my family during breaks, rather than using that time to recover from exhaustion or illness.
- Continue fulfilling our mission statement by building strong connections and support systems for our new families.

### **14. Suggestions for Improvement**

- Requesting assistance with a part-time attendance/receptionist clerk to help provide much-needed support in managing front office responsibilities.
- Set clear expectations for the district liaison to assist with campus parent volunteers, support campus meetings and events, and help recruit new families for student registration.
- If the district liaison is unable to assist, consider sharing one ½ day a week with another campus liaison who can be available to support parents, as they requested during the last parent meeting.

Circle Progress Monitoring Pre-K  
School Benchmark Report



Community: SAN ELIZARIO ISD  
School: LORENZO LOYA PRI  
School year: 2024-2025  
Race: All  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 3

Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		88%	12%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	88%	13%	0%	0%
	Overall Measure	88%	13%	0%	0%
Early Writing Skills		89%	11%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	89%	11%	0%	0%
Math	Rote Counting	80%	20%	0%	0%
	Shape Naming	100%	0%	0%	0%
	Number Discrimination	98%	3%	0%	0%
	Number Naming	95%	5%	0%	0%
	Shape Discrimination	98%	3%	0%	0%
	Counting Sets	100%	0%	0%	0%
	Operations	64%	33%	3%	0%
	Overall Measure	100%	0%	0%	0%
Phonological Awareness	Syllabication	85%	13%	3%	0%
	Onset-Rime	83%	18%	0%	0%
	Alliteration	70%	28%	3%	0%
	Rhyming I	82%	18%	0%	0%
	Overall Measure	97%	3%	0%	0%
Letter-Sound Correspondence		98%	3%	0%	0%
Story Retell and Comprehension		97%	3%	0%	0%
Book and Print Knowledge		94%	6%	0%	0%
Science		94%	6%	0%	0%
Social Studies		97%	3%	0%	0%
	Fine and Visual Motor	*	*	*	*

Circle Progress Monitoring Pre-K  
School Benchmark Report



Community: SAN ELIZARIO ISD  
School: LORENZO LOYA PRI  
School year: 2024-2025  
Race: All  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 3

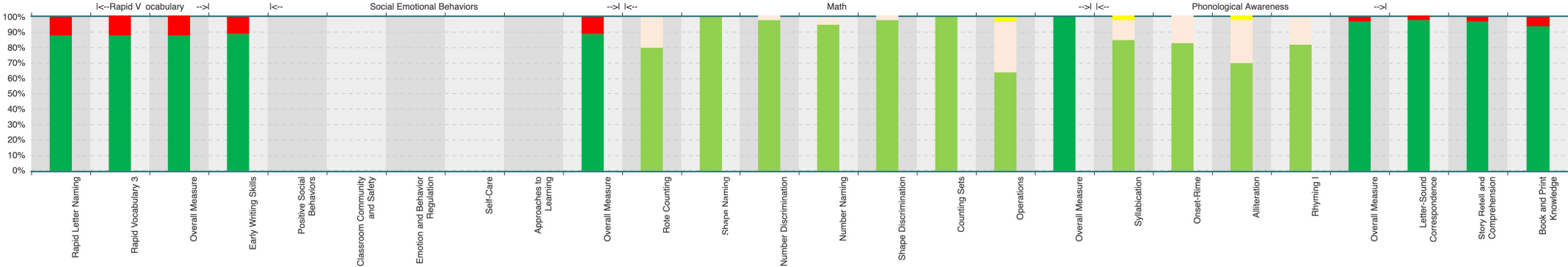
Grade Level: PK

Physical Development and Health	Gross Motor	*	*	*	*
	Health Status	*	*	*	*
	Overall Measure	94%	6%	0%	0%
* Measure has no benchmarks.					

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range

School Benchmark Report

LORENZO LOYA PRI



Circle Progress Monitoring Pre-K  
School Benchmark Report



Community: SAN ELIZARIO ISD  
School: LORENZO LOYA PRI  
School year: 2024-2025  
Race: All  
Ethnicity: All  
Sub-populations: All

Assessment Language: Spanish  
Class: ALL  
Teacher: ALL  
Wave 3

Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		84%	16%	0%	0%
Vocabulario rápido	Vocabulario rápido 3	48%	52%	0%	0%
	Overall Measure	48%	52%	0%	0%
Escritura temprana		90%	10%	0%	0%
Socio-Emocional	Conducta social positiva	*	*	*	*
	Comunidad y seguridad del salón	*	*	*	*
	Regulación de emociones y conducta	*	*	*	*
	Cuidado propio	*	*	*	*
	Enfoques del aprendizaje	*	*	*	*
	Overall Measure	92%	8%	0%	0%
Matemáticas	Conteo de memoria	67%	33%	0%	0%
	Nombre de las figuras	76%	24%	0%	0%
	Reconocimiento de números	84%	16%	0%	0%
	Nombre de los números	79%	21%	0%	0%
	Reconocimiento de figuras	87%	13%	0%	0%
	Conteo de grupos	82%	18%	0%	0%
	Operaciones	66%	34%	0%	0%
	Overall Measure	85%	15%	0%	0%
Conciencia fonológica	División silábica	91%	9%	0%	0%
	Aliteración	60%	40%	0%	0%
	Rimas I	82%	18%	0%	0%
	Overall Measure	87%	13%	0%	0%
Sonidos de letras		88%	12%	0%	0%
Recontar y comprensión		90%	10%	0%	0%
Libros y material impreso		88%	12%	0%	0%
Ciencias		82%	18%	0%	0%
Estudios sociales		73%	27%	0%	0%
	Motricidad fina y visual	*	*	*	*

Circle Progress Monitoring Pre-K  
School Benchmark Report



Community: SAN ELIZARIO ISD  
School: LORENZO LOYA PRI  
School year: 2024-2025  
Race: All  
Ethnicity: All  
Sub-populations: All

Assessment Language: Spanish  
Class: ALL  
Teacher: ALL  
Wave 3

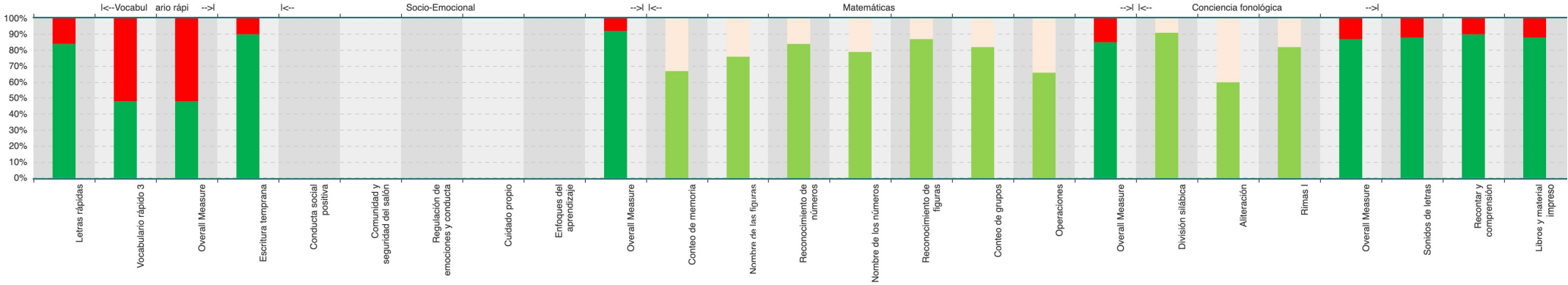
Grade Level: PK

Desarrollo físico y salud	Motricidad gruesa	*	*	*	*
	Estado de salud	*	*	*	*
	Overall Measure	94%	6%	0%	0%
* Measure has no benchmarks.					

█ % of Students Meeting On Track █ % of Students Meeting Needs Support █ % of Students Meeting Monitor █ % of Students Meeting Out of Range █ % of Students Meeting On Track █ % of Students Meeting Needs Support █ % of Students Meeting Monitor █ % of Students Meeting Out of Range

School Benchmark Report

LORENZO LOYA PRI





# CIRCLE Progress Monitoring Benchmarks

CIRCLE Progress Monitoring (CPM) benchmarks are age-dependent. CPM assigns an age group as of September 1st of the current school year, and students stay in that age group for the entire school year.

If the student scores at or above these benchmarks, the student is considered “On Track”, if students score below benchmarks, they fall under “Monitor” (for students younger than 4) or “Needs Support” (for students older than 4).

\*\*\* Note: Insufficient data to establish benchmarks

## Rapid Letter Naming

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	7	7	8
2	***	7	11	12
3	***	8	14	14

## Rapid Vocabulary

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	4	10	16	16
2	9	11	18	19
3	10	12	19	20

## Phonological Awareness: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	3	7	8	10
2	7	10	12	14
3	9	12	15	17



## Phonological Awareness: Sub-Measures

Sub-Measures	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
Syllabication	***	6	6	6
Onset-Rime	***	3	3	3
Alliteration	***	6	6	6
Rhyming 1	***	7	7	7

## Optional Phonological Awareness: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	1	2	2	3
2	2	3	5	6
3	3	4	7	8

## Optional Phonological Awareness: Sub-Measures

Sub-Measures	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
Listening	***	5	5	5
Words in a Sentence	***	4	4	4
Rhyming 2	***	3	3	3

## Math: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	5	7	9	11
2	9	10	14	17
3	11	13	18	20

## Math: Sub-Measures

Sub-Measures	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
Rote Counting	***	2	2	2
Shape Naming	***	4	4	4
Number Discrimination	***	2	2	2
Number Naming	***	3	3	3
Shape Discrimination	***	5	5	5
Counting Sets	***	4	4	4
Operations	***	3	3	3

## Optional Math: Total Score

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	2	2	3	3
2	3	3	4	5
3	3	4	5	6

## Letter- Sound Correspondence

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	***	***	***
2	***	***	1	2
3	***	***	3	5

## Story Retell and Comprehension

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
All	1	2	3	4

## Book and Print Knowledge

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	1	2	3	4
2	3	4	5	6
3	4	6	7	8

## Science

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	8	10	13	15
2	11	13	16	17
3	13	16	18	19

## Social Studies

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	5	6	7	8
2	7	8	9	10
3	8	9	10	11

## Social Emotional Behaviors

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	3	7	9	14
2	19	26	29	31
3	30	32	37	43

## Early Writing Skills

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	1	1	3
2	2	4	7	10
3	4	6	10	13

## Approaches to Learning Expanded

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	4	5	6	9
2	9	11	13	14
3	12	14	16	18

## Physical Development and Health

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	7	9	10	12
2	12	12	14	16
3	13	16	19	21

## Speech Production and Sentence Skills

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	1	2	3
2	1	3	5	5
3	3	5	5	7

## Motivation to Read

Wave	3.0-<3.5	3.5-<4.0	4.0-<4.5	4.5 or Above
1	***	1	1	2
2	2	2	3	4
3	2	3	4	4

# CIRCLE

PROGRESS  
MONITORING

## **user guide**



Updated 08.2023



Texas School Ready Project

Children's Learning Institute at UTHealth Houston

7000 Fannin | UCT 2300 | Houston, TX 77030

[childrenslearninginstitute.org](https://childrenslearninginstitute.org) | [texasschoolready.org](https://texasschoolready.org) | [cliengage.org](https://cliengage.org)

Find us on ...



@ChildrensLearningInstitute

@cliengage



@CLI\_UTHealth

@CLIengage

# TABLE OF CONTENTS

Logging In.....	4
CLI Engage Dashboard .....	5
Family Engagement.....	9
CIRCLE Progress Monitoring Overview.....	10
Task Administration Time .....	12
Benchmarks .....	13
CIRCLE Progress Monitoring System Sub-Measure Descriptions.....	13
Language and Literacy .....	14
Math.....	21
Science and Social Studies.....	23
Observables .....	25
Assessment Results.....	28
FAQs .....	29

# LOGGING IN

The CIRCLE Progress Monitoring System is available on the CLI Engage web-based platform. To access the CIRCLE Progress Monitoring System, teachers, administrators, and district personnel will need to log in to [cliengage.org](https://cliengage.org) using any of the following sign in options: Google, ClassLink, Clever, Okta, or Microsoft Account. If you are new to CLI Engage this year, you must have completed the registration process by clicking the link in the registration email before attempting to log in.

## **CLI ENGAGE Account Setup (applicable for new users):**

If you do not have a CLI Engage Account, you can create one by going to the CLI ENGAGE website: <https://cliengage.org> and clicking on the Sign up button.

There are two types of access available:

- TSR Online Access
- Public Access

Based upon the access needed, you will click on the corresponding button and complete the Request Access questionnaire. Once the registration process is completed, you will receive a link to complete the process and set up your username and password.

## **Logging in to CLI Engage:**

- The CIRCLE Progress Monitoring System can be viewed on any computer or laptop or tablet. It is not designed for use on a smart phone or cell phone. The system can be used on computers/laptops utilizing Windows (7 or above is recommended) or Mac OS X.
- It is not recommended to administer the assessments on a screen smaller than 11"; if you try to assess on a smaller screen, you may not be able to see the whole stimulus on the screen. You may need to resize your display to view the assessment properly. For example, press Ctrl and + to increase, or Ctrl and – to decrease. (On a Mac, use the command key.) Also, check your screen resolution. Depending on the type of computer and monitor that you use, the display properties may not allow you to view the items properly on your screen. Go to your display properties and select a resolution that might be labeled as "Recommended."
- Open a new browser window and go to: <https://cliengage.org>.
- Click "LOGIN" on the top right hand corner of the screen.
- Select either Google or Clever as your choice to log into CLI Engage.
- Enter your username and password and click "Log in."
- Assessments cannot be conducted on an Apple iPad device.
- Submit a help ticket on CLI Engage with any questions.



### Google Account Setup (applicable for most users):

If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: <https://accounts.google.com/signup>

To use your current email address to setup a new Google Account, click “I prefer to use my current email address” below the “Choose Your Username” box.

Please write down your username and password somewhere convenient.

## CLI ENGAGE DASHBOARD

### After logging in, you will see a dashboard that includes links to:

- **SCREENING, PROGRESS MONITORING, & OBSERVATION** tools, including the CIRCLE Progress Monitoring System and Assessment Practice Area
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT** for access to online courses
- **ACTIVITIES & MATERIALS** for teachers and families (CIRCLE Activity Collections)
- **QUALITY IMPROVEMENT & INNOVATION** to access collaborative tools to support teacher goal setting
- **ADMINISTRATIVE TOOLS** to manage your student roster and classes

### To Practice the CIRCLE Progress Monitoring System:

1. Login to <https://cliengage.org>.
2. Click the “Assessment Practice Area” button under the red banner, “Screening, Observation, and Assessment.”
3. On the next screen, click the “CIRCLE Progress Monitoring Pre-K” button.
4. Now you will see a class of demonstration children which allows practicing with the CPM tool without recording data on your own class of children. Be sure to select the correct wave in the top-right corner to view sub-measures (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3).
5. In the assessment practice area you can:
  - Practice assessing children
  - View assessment items in each sub-measure
  - Practice pulling class-level reports

### To Access the CIRCLE Progress Monitoring System:

1. Login to <https://cliengage.org>.
2. Locate the Screening, Progress Monitoring, and Observation red banner.
3. Click the “CIRCLE Progress Monitoring Pre-K” button underneath.
4. On the “Class View” page, click on the name of the class that includes the students you wish to assess.

5. You will see the “Student View” page. This page allows you to:

- Select which wave you are assessing (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
- Choose to administer an assessment in English/Spanish
- See the benchmark scores for students in a class
- Launch an assessment, or multiple assessments or sub-measures

### Submit a Help Ticket if you need assistance.

This link is always available at the top of the screen, in the website navigation. A CLI staff member will respond back through email about your submitted help ticket.

HELP ▾ SEARCH

DASHBOARD

LOGOUT

## Student View Page

The screenshot shows the 'Student View' page for 'CIRCLE Progress Monitoring Pre-K'. The page has a left sidebar with 'Dashboard' and 'Assessment' buttons. The main content area includes a 'Reports' dropdown menu, 'View Groups', 'Click to Assess in Spanish', and 'Offline Assessment' buttons. A 'Select the wave' dropdown is set to 'Wave 1'. Below these are 'Hide/Display Measures' and 'Child roster' sections. The 'Child roster' section shows a table of students with columns for 'Maximum Score' and various measures. A 'Key' on the left explains the status indicators: 'ON TRACK' (green), 'NEEDS SUPPORT' (red), 'OUT OF RANGE' (blue), and 'MONITOR' (yellow). The 'View Scores are color-coded to reflect the benchmark status' section shows a table of scores for 8 demo students across 10 measures. The scores are color-coded: green for 'ON TRACK', red for 'NEEDS SUPPORT', blue for 'OUT OF RANGE', and yellow for 'MONITOR'. A red box highlights the 'CIRCLE Progress Monitoring measures and sub-tasks' section, which includes 'Rapid Letter Naming', 'Rapid Vocabulary 1', 'Syntax/semantics', 'Onset-Rime', 'Alliteration', 'Rhyming 1', 'Total' (with a 'click to collapse' link), and 'Listening'.

Student	Maximum Score	Rapid Letter Naming	Rapid Vocabulary 1	Syntax/semantics	Onset-Rime	Alliteration	Rhyming 1	Total	Listening
1 Demo 1	52	1	1	0	1	1	0	2	1
2 Demo 10	55	0	21	8	3	4	6	18	3
3 Demo 2	7	0	0	4	0	4	6	14	5
4 Demo 3	5	0	1	4	3	4	4	15	2
5 Demo 4	7	0	1	3	1	4	5	13	2
6 Demo 5	9	0	1	4	4	8	16	0	0
7 Demo 6	28	0	11	0	0	0	3	3	2
8 Demo 7	5	0	18	4	3	4	8	19	5

### Reports on CLI Engage:

A variety of reports are available to teachers after completing sub-measures. These reports include:

- Class Completion Report
- Class Summary Report
- Class Growth Report
- Student Report for Teachers

- Student Report for Parents
- Small Group Report (located under the “View Groups” tab)

Additional reports are available at the school and district level on CLI Engage.

## Offline Assessment

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. The offline assessment can also be used in the CLI Engage assessment practice area.

Note: An internet connection is required for the initial setup.

This feature downloads the assessment for your class in only one language, English or Spanish. If you need to assess in both languages, you need to complete the process below in one language (downloading the assessment, assessing offline, uploading results) and then repeat in the other language.

Please find instructions for offline assessment in the [How-to Guides](#) or “[Training and Support](#)” section of CLI Engage. You can also locate it on this weblink: [CIRCLE Progress Monitoring Offline Assessment](#)

## Excluding and Hiding Measures

The green button indicated in the screenshot on the previous page and shown here is used to “exclude” a student OR the entire class from a specific measure or sub-task. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are measured, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

**If all students are excluded from a measure** (i.e., the measure is not being administered to any student), it is more efficient to use the **“Exclude All” button** that appears just below the measure name, rather than excluding each individual child. This feature excludes the entire class from a measure or sub-measure with one click. In this case, the “Launch” icon is replaced by a gray square preventing the measure from being administered to the student. This can also be done by an administrator, but would have to be set for every class (i.e., it cannot be performed school-wide). In this case, the teacher would not see the measures that had been excluded by the administrator.

Exclude All



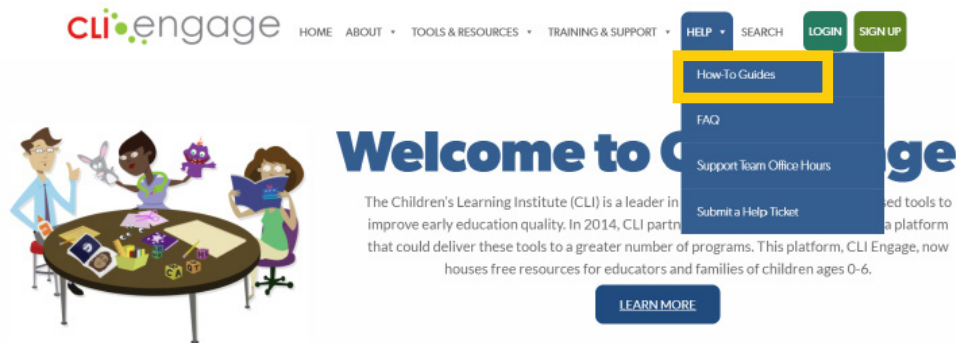
If a teacher excludes all students from a measure, it is helpful to also remove it from view using the **“Hide/Display Measures” feature**. This makes it easier to locate measures you are actually assessing without having to scroll through the full list of available measures. It is important to note that the “Hide/Display Measures” button hides a measure from view for navigational purposes only. *Hiding a measure does not affect data or reporting.* Hiding is set by each user, and the system remembers the user’s preference; therefore no user can hide measures for another user.

## Managing Class Rosters

There are several options for uploading data into CLI Engage to create accounts for teachers and other staff, as well as adding children into the system for progress monitoring. Please find instructions for Uploading Teacher and Student Data in the CLI Engage “[Training and Support](#)” section.

## How-to Documents

Several How-Go Guides can be viewed at <https://cliengage.org> (e.g., How-To Manage Child Rosters, How-To Pull Student Reports). Click “Help” and then “How-To Guides.”



# FAMILY ENGAGEMENT

Engaging families in children's education is a vital component to building strong relationships between school and home and providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, family engagement training for teachers and administrators, and free resources for hosting family engagement sessions.

The Children's Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more and download resources for teachers and administrators:

[Family Engagement Resources](#)

## Sharing Data with Families

Teachers using the CIRCLE Progress Monitoring System can share student scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support the needed skills at home.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:

- [Printing Parent Reports](#)
- [Printing Parent PIN Pages](#)

## Including Families in the Assessment Process

Families are valuable sources of information on children's skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the "Screening, Progress Monitoring, and Observation" tab.

## CIRCLE Activity Collection for Families

Many studies have shown that families and teachers working together to support children's development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6. Learn more here: <https://cliengagefamily.org/>

Teachers can also share family activities directly with families via email throughout the school year. This feature is accessed through your class small group report for CIRCLE Progress Monitoring. After uploading parent email addresses, teachers can select and share activities aligned to each child's areas for skill development so children are supported at school and home.

# CIRCLE PROGRESS MONITORING OVERVIEW

The CIRCLE Progress Monitoring System provides teachers immediate feedback that shows children's progress in:

- Rapid Letter Naming
- Rapid Vocabulary Naming
- Letter-Sound Correspondence
- Phonological Awareness
- Book and Print Knowledge
- Story Retell & Comprehension
- Speech Production & Sentence Skills
- Motivation to Read
- Early Writing
- Mathematics
- Science and Social Studies
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

Teachers use information from the CIRCLE Progress Monitoring System to inform instructional decision-making for small group and individual lesson planning.

As part of the Children's Learning Institute's ongoing efforts to evaluate the performance of the CIRCLE Progress Monitoring System, additional items may be piloted and included in some measures during the school year. These items will be identified for teachers as a "pilot item" and are not included in the student's score.

## General Administration Guidelines

1. Progress monitoring activities should be pleasant and enjoyable for children.
2. When completing any standardized assessment, following the scripts verbatim is extremely important. Do not change the instructions in any way – the administration should be consistent and standardized no matter which examiner gives the measure.
3. It is also important to complete all sample items. Sample items on the PA sub-measure provide key information that can help children understand task demands (e.g., providing definitions and examples of when words sound the "same" or "different".)
4. Prior to administering individual items, make sure that children are paying attention. Gentle reminders that pull for attention (e.g., "look at me") are often effective at helping children regulate their attention. Do not assess while a child is sick, distraught, or in a foul mood.
5. Teachers are also encouraged to monitor their vocal tone and volume during the progress monitoring assessments. For example, in the Listening and Rhyming sections of the PA Sub-measure, it is important for teachers to enunciate clearly.
6. Praise effort, not success. A child should not be able to tell if he or she got an item correct or incorrect. Some examples are: "You are working hard." "You are doing a great job paying attention." "I am proud of your hard work." "You're behaving so nicely." "Good listening." "I'm having fun playing these games with you." "You're paying attention so well." "I can tell you're working hard."
7. Do not offer hints or potential strategies to children or give praise that indicates how the child is doing/scoring. For example: DO NOT say: "Good." "Great." "Right." "Uh-huh."

“You’re so smart.” Do not get in the habit of repeatedly saying “okay/bien” between items. Do not use facial expressions that reveal how the child is doing. Do not give high fives during a measure/between items. Do not give hints (i.e. nodding, clapping, tapping, yes/no responses) when administering the assessment. Do not try to give additional information (i.e. we covered this last week, this letter makes this sound, this number comes after).

8. Progress monitoring assessments are not a time to teach children. Do not model a skill for a child once you have begun the assessment. The practice time is the only time.
9. The Rapid Vocabulary Naming and Rapid Letter Naming sub-measures have clearly specified time limits (i.e., one minute). It is critical that time limits are strictly adhered to during these sub-measures. In addition, the Rapid Vocabulary and Rapid Letter Naming sub-measures have clearly specified rules for when to move on to the next item.
10. We recommend teachers administer all items within a sub-measure at each progress monitoring session; however, districts/program administrators may determine that particular sub-measures may be more useful to their needs. Please note that for Phonological Awareness, all sub-measures must be given to produce a composite score.
11. If a child is unclear about expectations, feel free to repeat the item. When repeating an item, please read the script in the manual. A good rule of thumb is that teachers should not repeat items more than two times. For example, if a child appears confused or hesitant after you have read an item 1-time, feel free to reread the item once more (for a total of two times). If the child still does not provide a response, move on to the next item (e.g., “OK, let’s try another one”).
12. Do not try to delete the assessment and change the answers. True results are more effective.
13. Do not continuously click the keys when administering a timed measure
14. There are a multitude of options for assessing within the classroom. While students are actively engaged in center activities you can identify individual students to come to a small group area; assess on the rug, at a table, or even in the hallway if there are two people in the room. It is a good idea to let the students know that you will be playing a game and what the rules are for interrupting you if needed. You can place a cone on the table, or wear a badge or a hat, for example, to signify that you are unavailable while engaged in the assessment.
15. Assessment sub-measures can be administered at any time – they do not have to be completed in entirety in one sitting. Some teachers have success completing assessments during student naptime. If a student is unresponsive, sick, or highly distracted, then it is a good idea to discontinue the assessment and plan for an alternative time slot.

## **Assessment Environment**

1. Make an effort to ensure that progress monitoring assessments are completed in a workspace that is comfortable and relatively quiet. Minimize distractions. Try to assess during a time when other students are not around.
2. Have the child sit beside you in a quiet area of the classroom to complete CIRCLE Progress Monitoring System tasks.



3. You will need a computer, laptop, or tablet that has a reliable Internet connection.
4. Place the computer in a position that allows you to operate the keyboard while you and the child look the screen. Note: The child should not see the screen during the phonological awareness assessments.

## TASK ADMINISTRATION TIMES

The time taken to complete assessment varies based on the direct measures and observables selected for your assessment wave. An approximate time for the administration of each subtask or checklist is indicated in the table below:

MEASURE	TYPE	LANGUAGE	ADMINISTRATION TIME
Rapid Letter Naming	Direct	Administration instructions available in Spanish; Task measures English letters	2.5 mins (timed fluency task)
Rapid Vocabulary	Direct	English & Spanish	2.5 mins (timed fluency task)
Phonological Awareness	Direct	English & Spanish	core tasks: 6 minutes optional: 4 minutes
Mathematics	Direct	English & Spanish	core tasks: 3 minutes optional: 2.5 minutes
Letter-Sound Correspondence	Direct	Administration instructions available in Spanish; Task measures English letters	5 minutes
Book & Print Checklist	Direct	English & Spanish	5 minutes
Story Retell and Comprehension	Direct	English & Spanish	10 minutes
Social Studies	Direct	English & Spanish	8 minutes
Science	Direct	English & Spanish	10 minutes
Social Emotional Checklist	Observable	English & Spanish	10 minutes
Early Writing Checklist	Observable	English & Spanish	2 minutes
Speech Production & Sentence Skills Checklist	Observable	English & Spanish	2 minutes
Motivation to Read Checklist	Observable	English & Spanish	2 minutes
Approaches to Learning	Observable	English & Spanish	6 minutes
Physical Health & Development	Observable	English & Spanish	6 minutes
Total direct assessment time (with student):			58.5 minutes
Total time to complete observables:			28 minutes
<b>Total assessment time, all measures:</b>			<b>86.5 minutes</b>

\*Observable checklist; not directly administered to the child.



# CIRCLE PROGRESS MONITORING SYSTEM BENCHMARKS AND SUB-MEASURE DESCRIPTIONS

Each progress monitoring measure yields a separate score. Some items are parent measures that are broken into sub-measures (e.g., social and emotional). A composite score is calculated from the separate sub-measure scores. A composite score is an additive number derived from the accumulation of sub-measure scores. An exception to this rule is the phonological awareness measure, whose composite score is drawn from four core sub-measures only; the remaining three sub-measures are considered optional. Similarly, the two optional math sub-measures (patterning and real world) are not included in the composite math score. Keep in mind, if a sub measure is missing, then the total score will not calculate and users will see a dash as a total score.

*Some measures do not have a full range of formal benchmarks.* This is because a sufficient sample size has not been collected to date to set benchmarks for the task, for a specific language, or for a specific age range of children assessed with the measure. CLI's validation efforts are ongoing and formal benchmarks will be added as they become available. However,

for several tasks, CPM provides color coding to identify children at risk for academic difficulties based on scoring against an “informal” benchmark for specific age ranges. While **formal benchmarks** are scientifically identified through comparisons of sufficiently sized data sets, **informal benchmarks** are not identified through an examination of data but represent CPM recommendations that can be used to inform instructional decision making.

If a benchmark exists for the child's age range, the shade of color presented indicates if it is a formal benchmark (dark shade) or informal benchmark (light shade). Colors in the assessment (*see left*) indicate the level of support needed for 3 to 4-year-old children.

CPM benchmarks are dichotomous: Proficient or Not-proficient. The “Not-proficient” category includes “monitor” and “needs support,” depending on the age group. *Monitor* was set as an indicator for those students under the age of 4 years who have an additional year in pre-K to reach proficiency.

In the following descriptions, a table is included that displays the benchmarks for each assessment according to the child's age. If a child scores at or above the cut point listed in accordance with their age then they are considered to be at or meeting the benchmark. For example, the vocabulary

## Progress Monitoring and Instructional Planning 4 year olds as of September 1st



The score indicates a developed understanding and the child will benefit from more upward scaffolding.



The score indicates an underdeveloped understanding and a need for more intensive intervention. Additional formative assessments can help define targeted support needed.



The child is not within the specified age range or there are no established thresholds at this time.

## Progress Monitoring and Instructional Planning 3 year olds as of September 1st



The score indicates a developed understanding and the child will benefit from continued targeted instruction.



The score indicates an underdeveloped understanding and the child needs more skill development before kindergarten entry. Additional formative assessments can help define needed supports.



The child is not within the specified age range or there are no established thresholds at this time.

benchmark for a child who starts the school year at age four increases from 16 at the beginning of the year (Wave 1) to 18 at the middle of the year (Wave 2), and to 19 at the end of the year (Wave 3). If a four-year-old gets 16 or more pictures named correctly at Wave 1, the score is considered on track and is colored green. If the child scores fewer than 16 correct, the score indicates the child needs support and is colored red. In contrast, if a child is 3.0–3.9 years old at the beginning of the school year and scores fewer than 10 correct on vocabulary, the score indicates the teacher should monitor the child and is colored orange/yellow in the reports.

The CIRCLE Progress Monitoring System includes multiple components and is administered three times each year. These windows are referred to as “waves,” typically occurring at the Beginning-of-Year (Wave 1), Middle-of-Year (Wave 2), and End-of-Year (Wave 3).

The direct measures are administered with the child present, using suitable hardware to display the assessment tasks. The software automatically scores the direct assessments for each child, develops ability-level groupings, and recommends suggested activities for small group instruction.

## Language and Literacy

### **Rapid Letter Naming**

This assessment is given to evaluate a student’s ability to identify letters of the alphabet.

Directions: Child is given a total of 60 seconds stimulus time to identify letters that appear on the screen. The student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response. In other words, record a response should the child correctly or incorrectly name the letter.

#### **RAPID LETTER NAMING BENCHMARKS**

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	*	*	7	4	7	4	8	5
2	*	*	7	5	11	8	12	9
3	*	*	8	6	14	10	14	13

\*Note: An insufficient number of children in this youngest age group demonstrated the skill to establish benchmarks.

### **Rapid Vocabulary Naming (Sets 1-3)**

The Rapid Vocabulary Naming sub-measure attempts to gain insight into a child’s expressive vocabulary skills.

Directions: Child is given a total of 60 seconds stimulus time to identify pictures as they appear on the screen. There are different pictures for each wave of the assessment. The Rapid Vocabulary Naming assessment includes 2 untimed warm-up items. Conduct a practice session with the warmup items and give feedback for both practice items:

Correct response: “Good job.”

Incorrect response: “That was a good try, but this is a ball. Let’s try some more. You say, “ball.”

Prompt the student by reading the instructions on the “ready” screen of the assessment.

After a picture appears on the screen, the student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response. Note: A list of acceptable responses can be found on the “Rapid Vocabulary Naming” score sheets.

## RAPID VOCABULARY BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	4	1	10	6	16	6	16	7
2	9	6	11	8	18	14	19	15
3	10	7	12	9	19	16	20	16

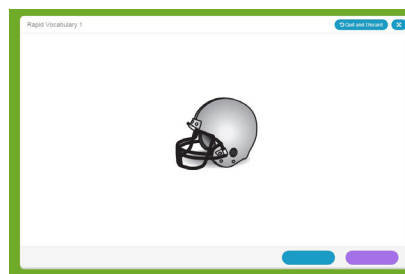
### Scoring Responses in Rapid Letter Naming and Rapid Vocabulary Naming

Click **blue** if the student gave the **incorrect** response.

Click **purple** if the student gave the **correct** response.

Quick Key:

- Left Arrow – Incorrect Response
- Right Arrow – Correct Response



You cannot go back and correct scoring errors in the Rapid Letter Naming and Rapid Vocabulary Naming Assessments. If a scoring error is made, the assessment must be invalidated. To invalidate an assessment, click the “Invalidate” button on the results screen:

**Invalidate This Assessment**

Once an assessment has been completed and you have clicked “done” you will not be able to invalidate. On CLI Engage, only administrators have the ability to invalidate student assessment scores. Invalidating a student score will delete the record of a student’s assessment and enable the teacher to reassess the child. Scores must be invalidated per child, per measure. Invalidated scores cannot be retrieved, so score invalidation should be done with utmost caution. For assistance, please complete a help ticket.

Examples for score invalidation:

- Teacher accidentally assessed the wrong child
- Teacher accidentally assessed a child in the wrong language
- Teacher accidentally assessed the wrong measure
- Teacher accidentally assessed a child outside the guidance from their IEP

## Book & Print Concepts

The Book and Print Checklist observes the child's engagement and awareness of books and print.

Select a book with these features:

- Print on every page
- At least one page with multiple lines of print
- No more than three lines of print on each page
- Print that moves from left to right
- Hardback book, not paperback
- Has pictures drawn by an illustrator, not photographer
- Has more than one layout across pages. For example, sometimes the first word to read is at bottom of the page, other times it is oriented at top of page, not consistently at bottom of page.

Directions: Select "Correct" or "Incorrect" for each item on the checklist as you ask the child about the book.

1. Correct – the child demonstrated this behavior.
2. Incorrect – the child did not demonstrate this behavior.

### BOOK AND PRINT CONCEPTS BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	1	1	2	1	3	1	4	2
2	3	2	4	3	5	5	6	6
3	4	4	6	5	7	7	8	8

## Story Retell

The Story Retell component assesses a child's ability to retell a story. In this task, the teacher uses illustrations to provide a stimulus for an oral narrative and then asks the child to retell the story, in their own words, to match the pictures. The teacher scores three story retell items to measure the child's ability to create a narrative using important elements of narrative macrostructure, including characters, setting, emotions or problems, conjunctions or transition phrases, and an ending or conclusion. Afterward, the teacher asks three

comprehension questions that are scored as correct or incorrect.

Directions: Print the Story Retell procedures sheet and score sheet from the “Resources” page on CLI Engage.

1. Read the text for all three pages before going on to STEP 1. Click the **blue** OR **purple** button to advance pages in the story.
2. Elicit the narrative. Record data on the score sheet and follow onscreen instructions for recording responses.
3. You may help the child by using the following acceptable prompts.

#### ACCEPTABLE PROMPTS

Acceptable verbal prompts include:

- “Tell me the story.”
- “What else can you tell me about the story?”
- “Mhm” or “Uhhuh.”

Acceptable nonverbal prompts include:

- Smiles and eye contact
- Nods of affirmation and agreement

**Do not prompt more than twice.**

#### UNACCEPTABLE PROMPTS

Unacceptable prompts include:

- “What is he doing?”
- “Where is he?”
- “Pointing at pictures while prompting”
- “What’s this?”
- “What’s happening here?” Avoid asking the “wh” questions, (who?, what?, when?, where?) These often lead to obvious and limited responses/answers.

4. Comprehension. Ask the three questions as prompted on the screen. Refer to page 5 of the score sheet for acceptable phrases. Record data on the score sheet and follow onscreen instructions for recording responses.

### STORY RETELL BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
All**	1	1	2	2	3	3	4	4

\*\*Benchmark indicates an end of year outcome against which progress can be measured at each wave.

## Letter-Sound Correspondence

The Letter-Sound Correspondence sub-measure assesses a child’s ability to identify sounds associated with individual letters.

Directions to the child: We are going to look at some letters and see if you know the sound each letter makes. It’s okay to guess if you don’t know the sounds. Some letters make only one sound and some make more than one sound. “Try to tell me at least one sound each letter makes. Ready? What sounds does this letter make?” Record the response.

Approximate Time to Administer: 5 minutes per child

## Phonological Awareness

The Phonological Awareness (PA) measure consists of seven total subtasks used to assess a child's understanding of sound in either English or Spanish. Currently, a composite PA score is established from the following four subtasks only (core tasks):

MEASURES	DEFINITIONS
<b>Syllabication</b>	the ability to separate a word into parts
<b>Onset-rime</b>	the ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word
<b>Alliteration</b>	the ability to give two or more words that have the same sound(s) at the beginning of the words
<b>Rhyming 1</b>	the ability to distinguish if two words rhyme when spoken

The remaining three subtasks are optional for teachers (i.e., they are not used when establishing the composite PA score). The Listening and Words in a Sentence tasks may be helpful when assessing students who demonstrate a lower level of skill on the core tasks listed above. Rhyming 2 may be useful for students who demonstrate a higher level of skill on the core tasks. \*The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain student information.

MEASURES	DEFINITIONS
<b>Listening</b>	the ability to screen out other noises and selectively focus attention on a specific sound
<b>Words in a Sentence</b>	the ability to move counters to show how many words are in a sentence
<b>Rhyming 2</b>	the ability to independently give a word that rhymes with the word given.

### Administration: Core Tasks

#### **Syllabication**

In the Syllabication sub-measure, children are asked to demonstrate knowledge of how words can be broken down into syllables. There are 7 measure items, as well as a sample item.

Directions: Teacher will say a word and clap the word parts and ask the child to say or correspondingly clap how many parts he/she hears in the word. Follow the prompt on the screen and record responses. Note: Have the child repeat the word before responding.

#### **Onset/Rime**

Onset-rime sub-measure of the PA measure includes a sample item and five measure items.

This sub-measure evaluates one of the key components of phonological processing (i.e., blending) within single syllable words.

Directions: Teacher breaks up a word into sounds. Child repeats the parts and says the word. Record whether the child's response was correct or incorrect. Make sure there is a clean break between word sounds, approximately 1 second. Note: This skill is not assessed in Spanish.

### ***Alliteration***

The Alliteration sub-measure is another task that asks children to provide a "yes" or "no" answer to whether a pair of words start with the same sound. This sub-measure contains a sample item and 7 measure items.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response. Notes: Emphasize the /s/ sound only on the practice items. Have the child repeat the words prior to attempting to provide an answer for the item

### ***Rhyming Part 1***

The Rhyming 1 sub-measure of the PA Sub-measure contains 9 items that evaluate whether a child can identify whether two words rhyme.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

Administration: Optional Tasks

### ***Listening***

The Listening section of the PA Sub-measure contains 5 items that evaluate whether a child can differentiate between similar sounding words.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

### ***Words in a Sentence***

The Words in a Sentence sub-measure requires that teachers use simple manipulatives (e.g., single-colored blocks, unifix cubes, counters, etc.) In this task, children move the manipulatives to indicate how many words are in a sentence. Sentence length varies from two words to six words.

Directions: Teacher will say the sentence and the child will move the counters to show how many words are in the sentence. Make sure you are sitting across from the child and exaggerate the block movements during sample items. Record the response. Notes: It is acceptable to have the child repeat the task one additional time to reinforce the concept.

Remember to have the child repeat the sentence prior to attempting to move the blocks. This ensures that the child has heard the sentence accurately.

### ***Rhyming Part 2***

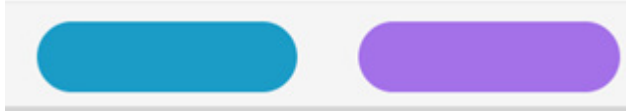
The Rhyming Part 2 sub-measure is a production task, where children are asked to provide a word that rhymes with another word. There are 5 measure items in this section of the

measure.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the responses. Notes: Nonsense words that rhyme with the target word are acceptable. For each item, have the child repeat the word and then provide the answer.

Click **blue** if the student gave the **incorrect** response.

Click **purple** if the student gave the **correct** response.



Quick Key:

- Left Arrow – Incorrect Response
- Right Arrow – Correct Response

The Previous button allows you to go back immediately and correct a scoring error.

## PHONOLOGICAL AWARENESS BENCHMARKS:

### Core Measures, Total Score

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	3	1	7	2	8	5	10	7
2	7	5	10	7	12	10	14	12
3	9	7	12	11	15	13	17	15

### By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Syllabication	***	***	6	5	6	5	6	5
Onset-Rime	***	-	3	-	3	-	3	-
Alliteration	***	***	6	5	6	5	6	5
Rhyming 1	***	***	7	5	7	5	7	5

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

(-): Onset-rime is not assessed for Spanish-speaking students.



**Optional Measures, Total Score**

Age as of Sept 1st								
Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	1	1	2	1	2	1	3	2
2	2	2	3	2	5	4	6	5
3	3	3	4	4	7	6	8	7

**Optional Sub-Measures, All Waves\***

Age as of Sept 1st								
Measure	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Listening	***	***	5	3	5	3	5	3
Words in a Sentence	***	***	4	3	4	3	4	3
Rhyming 2	***	***	3	3	3	3	3	3

\*Note: These benchmarks are not included in the total score for the core PA sub-measures.

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

## Math

The math measure includes 27 items that evaluate skills across multiple domains considered to be important by the National Council of Teachers of Mathematics including:

- rote counting
- shape naming
- number discrimination
- number naming
- shape discrimination
- counting sets
- operations

The below optional measures were added in 2015 and are not included in the composite math score. \*The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain student information.

- patterns
- real world (measurement)

**When do I administer the items in Spanish?**

Decisions of whether or not to use the English or Spanish administration prompts should be

made based upon the language of mathematics instruction.

### Administration Notes:

#### **Rote Counting**

The first item evaluates the rote counting skills of children and the highest number that the child counts correctly yields a score of either 0 (child counts between 1 & 10), 1 (child counts between 11 & 20), and 2 (child counts to 21 or above). Type in the box provided the highest number the child counted in sequence.

#### **Shape Discrimination**

In these items children are asked to scan a complex visual array of shapes and point to all of the triangles (items 14 through 17) and squares (18 through 20). The child is scored on the first three shapes that they touch. Touch or click the items the child selected.

#### **Set Counting**

Items 20-24 evaluate the counting skills of children. In these items, children are asked to count sets of 3, 5, 7, 10, and 15 and indicate the cardinal value for each set. The most important thing to remember when administering this item is that THE RESPONSE IS SCORED BASED ON THE CARDINAL VALUE THAT THE CHILD PROVIDES. If the child accurately counts the 10 stop signs, but provides the wrong cardinal value, such as “6”, the item is scored as incorrect. Children are being asked to understand that a set of objects has a specific (cardinal) value and are not being evaluated on their ability to count items.

## MATH BENCHMARKS: TOTAL SCORE

Age as of Sept 1st								
3.0 < 3.5			3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	7	4	9	6	11	8
2	9	7	10	9	14	13	17	15
3	11	10	13	13	18	17	20	20

### By Core Sub-Measures, All Waves

Age as of Sept 1st									
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Measure		English	Spanish	English	Spanish	English	Spanish	English	Spanish
Rote Counting		***	***	2	2	2	2	2	2
Shape Naming		***	***	4	4	4	4	4	4
Number Discrimination		***	***	2	2	2	2	2	2
Number Naming		***	***	3	3	3	3	3	3
Shape Discrimination		***	***	5	5	5	5	5	5

Age as of Sept 1st								
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Set Counting	***	***	4	4	4	4	4	4
Operations	***	***	3	3	3	3	3	3

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

### Optional Measures, Total Score

Age as of Sept 1st								
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	2	1	2	1	3	2	3	3
2	3	3	3	4	4	4	5	5
3	3	4	4	5	5	6	6	7

## Science and Social Studies

The Science sub-measure was designed to measure four disciplinary core ideas in the National Research Council's (2012) framework for science education including:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering and Technology Applications of Science

The Social Studies sub-measure was designed to measure topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines including:

- Self, Family & Community
- People & The Environment
- History & Events

Directions: Each item contains a scripted **question** that the child **answers by pointing** to one of 3 pictures (receptive task). There are no practice items. Follow the prompt on the screen and record the response by clicking or touching the item the child selected as the answer.

This is an untimed measure, but if the child does not provide a response **after about 10 seconds, move on to the next item** (e.g., "OK, let's try another one") by clicking an incorrect response.

Teacher Prompts:

- NR (No response) after about 5-10 seconds: "It's okay to take a guess" + Repeat the prompt

- DK (Don't know): "It's okay to take a guess" + Repeat the prompt
- After you prompt to guess, if the child still says, "I don't know" (DK), the examiner says: "That's okay. Let's try another picture."
- Verbal response when a child should point: "Show me with your pointer finger" + Repeat the prompt
- MR (multiple response of pointing to more than one): "Point to just one picture" or "Choose just one answer" + repeat the prompt
- Repeat: If the child seems unclear or asks for a repetition, you can repeat the prompt/question.
- Top (point to stimulus): stop and mark incorrect

### Scoring Items in the Science and Social Studies Assessments

Click the picture the child indicates is the correct response. The "previous" button allows you to immediately go back and correct a response if a scoring error was made.



## SCIENCE BENCHMARKS

Age as of Sept 1st

Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	8	7	10	9	13	11	15	13
2	11	10	13	13	16	15	17	16
3	13	13	16	15	18	17	19	19

## SOCIAL STUDIES BENCHMARKS

Age as of Sept 1st

Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	6	4	7	6	8	7
2	7	6	8	7	9	8	10	9
3	8	7	9	9	10	9	11	10

## Observables

The Observables checklists are designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students.

Importantly, the checklists include attention to social and emotional domains that are not assessed with the other direct measures in CIRCLE Progress Monitoring. Understanding these domains is important for early childhood educators interested in understanding the development of the whole child across cognitive and social skills. The Observables should be based on observances and documentation such as anecdotal notes, portfolios, cumulative records, and other sources as recent as three weeks prior to assessment.

Please consider your observations by marking 1, 2, or 3, as appropriate, for children's behaviors within the classroom and school.

- (1) Rarely – the child never or rarely demonstrates the behavior.
- (2) Sometimes – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance.
- (3) Consistently – the child consistently demonstrates the behavior.

CLI Engage automatically records the teacher's reported scores and provides benchmarks where applicable. The teacher's reported score of 1 for rarely (emerging) is reported as 0 points in CLI Engage, 2 for sometimes (developing) is reported as 1 point, and a score of 3 for consistently (proficient) is reported as 2 points towards the benchmarks.

CIRCLE Progress Monitoring System Observable Components:

- Social & Emotional Screener
- Early Writing Checklist
- Physical Development and Health
- Approaches to Learning
- Speech Production & Sentence Skills
- Motivation to Read

### SOCIAL & EMOTIONAL BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	3	1	7	2	9	5	14	9
2	19	19	26	26	29	27	31	31
3	30	30	32	32	37	38	43	44

**EARLY WRITING BENCHMARKS**

Age as of Sept 1st								
Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	***	***	1	1	1	1	3	1
2	2	1	4	3	7	7	10	9
3	4	4	6	7	10	12	13	14

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

**APPROACHES TO LEARNING BENCHMARKS**

Age as of Sept 1st								
Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	4	1	5	3	6	4	9	6
2	9	8	11	11	13	12	14	14
3	12	13	14	16	16	16	18	18

**PHYSICAL DEVELOPMENT AND HEALTH BENCHMARKS**

Age as of Sept 1st								
Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	7	3	9	5	10	8	12	9
2	12	10	12	11	14	12	16	14
3	13	12	16	16	19	20	21	21

**SPEECH PRODUCTION AND SENTENCE SKILLS BENCHMARKS**

Age as of Sept 1st								
Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	***	***	1	1	2	1	3	2
2	1	1	3	2	5	4	5	5
3	3	2	5	4	5	5	7	6

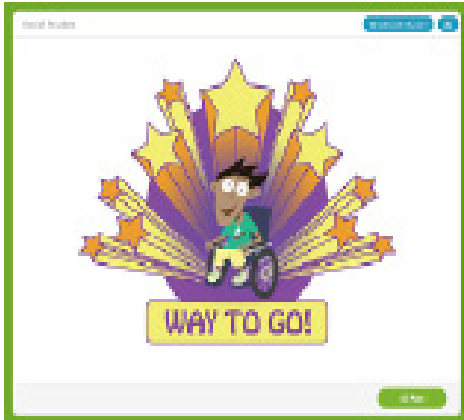
\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

**MOTIVATION TO READ BENCHMARKS**

Age as of Sept 1st								
Wave	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	***	***	1	1	1	1	2	1
2	2	1	2	2	3	2	4	3
3	2	2	3	4	4	4	4	4

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

# ASSESSMENT RESULTS







← For some direct assessments, the child may see a celebratory completion page after completing all items.

Dismiss the child and click “next” to see the results.

Student: 0034015411 DOB: 01/10/2011 Class: Preschool Class School: Test School Age Group: 4 year 4 month  
Date: 07/02/2016 School year: 15-16 Week: 1 Test: Rapid Letter Naming Score: 0/10 Benchmark: Not met

[Invalidate This Assessment](#) [Export to PDF](#) [Hide Images](#) [Comment](#)

Item	Image	Score
1. B		0
2. y		0
3. M		0
4. k		0

The results screen includes:

- The student’s name, class, DOB
- The items, their correct answers, and the student’s scores for each item
- The options to click “done” to submit the score or invalidate
- A “comment” feature to record notes



# FREQUENTLY ASKED QUESTIONS

## Question

## Answer

### **Why is the letter naming measure timed?**

Automaticity, or the ability to recall information immediately, is used in the CIRCLE Progress Monitoring System to determine if children are acquiring letter knowledge. This method is based on widely accepted research that links letter recognition fluency to later word reading fluency.

Letter knowledge, phonological awareness skills, and general language abilities are some of the key building blocks of early reading skills (i.e., what some refer to as “the big three of early reading”). Research has indicated that the automaticity of letter recall is important for reading skills. For early readers, this means immediately recognizing that letter shapes have letter names. These associations support later fluent letter reading that leads to word reading accuracy, word reading fluency, and reading comprehension.

The CIRCLE Progress Monitoring was developed to evaluate a child’s ability to name letters within a time sensitive format that would provide a measure of automaticity or speed of recall. Specifically, the letter naming measure evaluates the number of upper- and lower-case letters that a child can name in 60 seconds. In electronic administrations (e.g., laptop, tablet) the timing demands are controlled by the technology, making the task significantly less cumbersome to administer as compared to paper and pencil administrations.

There are 52 items on the sub-measure (all uppercase and lowercase letters). The assessment is timed for 60 seconds. Depending on the speed of the student’s answers, they may see all 52 items, or fewer items.

---

### **Why is the vocabulary measure timed?**

The rapid vocabulary naming task evaluates a child’s ability to name common objects as pictured on the screen. This assessment is a combination of verbal fluency and expressive vocabulary. This task measures how many pictures a child identifies in one minute as a gauge of his or her vocabulary. The task is timed because measuring fluency has been found through research to be a sensitive, and therefore reliable, way to measure vocabulary knowledge that also has the benefit of being time efficient for teachers.

The rapid vocabulary naming task utilizes procedures that are very similar to those of the rapid letter naming task, in that the child’s knowledge is evaluated within a timed format (i.e., 60 seconds of stimulus time). The images that children are asked to name were derived from an evaluation of vocabulary words within multiple Pre-Kindergarten curricula. While some of the words might be considered to be more difficult for 4-year-old children to identify, items were included that mapped onto content presented in commercially available curricula. Unlike the rapid letter naming sub-measure, there are three separate sets of vocabulary items with 55 pictures in each. Pictures are randomly shown and are in ranges of easy, medium, and harder difficulty.

---

## Question

## Answer

**For the total score in phonological awareness, my class averaged above the benchmark. However, when I compare the benchmarks for the PA sub-measures (syllabication, onset-rime, alliteration and rhyming 1), my students are below in each category.**

**How can they be below in each individual category and yet be above for the total benchmark?**

Benchmark validity for phonological awareness is based on the composite (total) score of the four core sub-measures. Cut-points for optional sub-measures (syllabication, onset-rime, alliteration, rhyming 1) are not validated benchmarks. They can guide the teacher on what activities can be used to support specific PA needs, but these individual cut-points cannot be used as predictors of school readiness in isolation. Our validation analysis has shown that if children have low scores (0, 1, 2, etc.) on these sub-measures, but meet the benchmark with the composite score, children are showing sufficient understanding of PA.

Alternatively, an “on track” score on the measure or a sub-measure does NOT mean that the child is fully “developed” in this skill, or that the teacher should not continue to instruct in this area. It means that the child will be able to make sense of the instruction she will receive in kindergarten.

You may have children who are light pink (below cut point) on all four sub-measures and green in the total PA. These children might not be “on track” on the assessed tasks, but have a good foundation when they transition to kindergarten. That being said, at the classroom level, it is important to pay attention to low scores on any of the sub-measures in PA as the teacher can use this information to plan interventions for individual students.

*The above also applies to the mathematics and social emotional (checklist) composite vs. sub-measure scores.*

**If a student is “on track” on any measure or sub-measure in Wave 1, would that student be assessed with the same measure again in Wave 2? What if a child receives a perfect score? Are there additional questions generated at each wave?**

The timed assessments (rapid letter naming and rapid vocabulary) include different items with each administration. All other assessment measures include the same items at each wave; however, meeting the benchmark at Wave 1 does not guarantee a child will continue to meet the benchmark in that area because each wave has successively increase cut points. For example, a four-year-old would be expected to show proficiency of 13 on Wave 1 on the science receptive tasks but progresses to an expectation of 16 by Wave 2.

If a student receives a perfect score (all items correct), it may or may not be helpful to assess that student again at a subsequent administration:

For Rapid Letter Naming and Rapid Vocabulary, students should be reassessed because items change with each administration.

If a child receives a perfect score on a sub-measure within a larger measure that produces a composite score (e.g., Math, Phonological Awareness), the teacher should continue to assess that sub-measure at each administration so that the composite score is based on a single wave of administration.

If a child receives perfect scores across all sub-measures in a measure, or for a measure that includes only one set of items (e.g., Social Studies), it is probably not helpful to reassess this student. For now, teachers can individually exclude a child from later waves on a given measure to avoid remeasuring. CLI is exploring the possibility of expanding functionality to allow teachers to document a reason for exclusion.

**Question**

**Answer**

**On the rapid letter naming assessment, why do I not measure on all 52 uppercase and lowercase letters?**

On the rapid letter naming, there are 52 items on the sub-measure (all uppercase and lowercase letters). The assessment is timed for 60 seconds. Depending on the speed of the student's answers, they may see all 52 items, or fewer items. If the 60 seconds time out during the last item, the rapid task will end the assessment. The final item may not display for the full 3 seconds.

**Why does the last item on the rapid tasks disappear before the student has three full seconds to respond?**

For the smoothest administration on the rapid tasks, we recommend using the quick key arrows to record responses. Once the item has begun to fade, only tap the correct ("right") arrow. If the item is incorrect, let the picture fade and wait for the new item to appear.

If you enter a correct response as soon as the letter/picture begins to fade, the response will be recorded and the next item will present accurately. If you press correct right on the edge of the ½ second when the item is about to change, it will skip to the next item, but the child will still be given the correct response for the previous item.

The child's overall score and benchmark will not be affected by the skipped letter/picture as the child will still be provided 60 full seconds of item exposure. Please keep in mind this task captures automaticity of children's letter/vocabulary recognition. If children are not responding within three seconds, you can simply wait for the next item to be presented.

**Can a student answer with the verb conjugated in a different tense than listed on the acceptable responses vocabulary sheet?**

In this case, yes, you can accept variations. The following further guidance is provided: The rapid vocabulary naming task does accept multiple forms of a word as correct (e.g., for a picture of a man running, correct responses could include run, running, or runner). In addition, children should not be penalized for poor articulation (e.g., "lawnmober" is said for lawnmower or "ippopotamus" is said for hippopotamus). This rule was adopted due to the fact that articulation errors are fairly common in young children. A general guideline in terms of pronunciation is to give credit for the item if another reasonable person would easily be able to decipher that the child was correctly identifying the picture.

**What if I haven't yet taught my students the skill I am supposed to assess?**

Assessment as part of the teaching and learning cycle reveals a starting point for planning instruction. There will certainly be students in your classroom that may already have proficient skills in content that has not yet been introduced. In these cases, assessment is useful for higher level scaffolding extensions. The results of the assessment will also be a guide for planning more targeted interventions for those students that need additional support.

**Question**

**Answer**

**Can I use a touch screen device with this assessment?**

When responding to prompts, the child will either provide a verbal response or point to the stimuli on the screen. For receptive items requiring the student to point to a response, the assessor should instruct the student not to touch the screen when pointing. If the student touches the screen, it will record the response and advance to the next screen.

Students should be allowed, but not encouraged, to use their hands to cover objects on the screen without touching the screen. For example, when completing the last item of the Math sub-measure (i.e., 5 butterflies and 2 fly away), the child may, without prompting from the assessor, extend a hand just over the object and count the remaining butterflies. The problem solving strategy used by the child will provide information about a child's ability to solve problems abstractly versus a more concrete problem solving approach. Note that when touch screen devices are used, do not let the child touch the screen, but instead point to avoid the child's touch inadvertently recording the response and the assessment advancing to next screen

**Can I use manipulatives to support the child during assessment of math items?**

Manipulatives should not be used with math items, including counting and operations. This ensures math measures are more standardized across classrooms and students. Using a screener allows for an efficient means to evaluate a large number of children under standardized conditions. As a screener, this highly correlated measure was intended to quickly and efficiently predict future math outcomes. When administered following administration guidelines, items are extremely predictive of future math outcomes.

**Why is it important to assess Wave 2 (MOY)?**

A second wave of assessment is generally done at midyear. This is a crucial time as it will gather very needed data to provide strong intervention for those children identified as at risk and needing more intensive instruction. Mid-year data can really define the strategies and interventions that teachers will use for the remainder of the school year to ensure the students are ready for kindergarten. Ongoing progress monitoring is a part of a high-quality assessment and teaching cycle, wherein teachers use this data to determine appropriate instructional planning that best targets student needs.

**I am not seeing a total score under the sub-measures, just a dash. What does this mean?**

CPM requires all submeasures to be completed to get a total score. If a submeasure is missing, then the total score will not calculate for the parent measure, and the user will see a dash, rather than a total score.

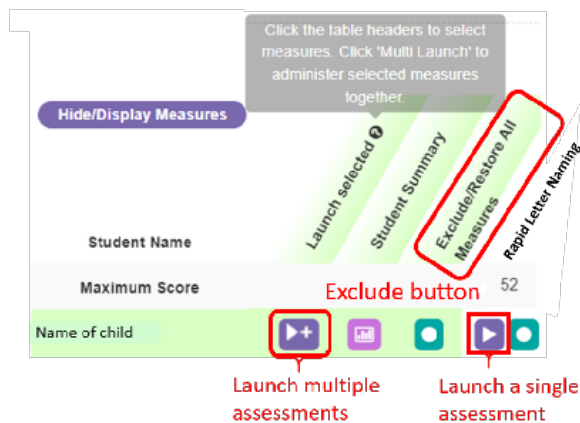
# SPANISH LANGUAGE ASSESSMENT

## How do I assess my class in Spanish?

The CIRCLE Progress Monitoring System is available in both English and Spanish. To administer an assessment in Spanish, select the button that says “Click to Assess in Spanish,” circled below in red. You will also use this button to switch back to English, if needed.

## My class is bilingual. Can I assess some students in English and others in Spanish?

As a bilingual teacher, you will still see your students listed on one roster. The assessment opens with English as the default. For each Spanish speaking student, click the green button to exclude the students from the English assessment. Then, select the button that says “Click to Assess in Spanish,” circled below in red. You can exclude the English speakers from the Spanish assessment by using the same green “exclude” button. Our student reports will reflect the student scores on the English or Spanish assessments, depending on which assessment was administered



If you have specific questions about administration of English or Spanish assessments to students in your bilingual class, please refer to your administrator for guidance.

## When I administered a Spanish assessment to my student, she responded in English. Is this alright?

This assessment is not validated for bilingual responses. Cut points are generated for either English assessment with English response or Spanish assessment with Spanish response. The student is required to provide the response in the language selected for the measure for the cut points to be meaningful and the results to be valid and reliable.

Keep in mind that CIRCLE Progress Monitoring lets you assess any sub-measure in the other language; that means that Rapid Vocabulary can be assessed in both English and Spanish for any child. We recommend waiting a few days in between administrations in order to minimize over-exposure to the same items. These results may give you some information about what items are known by the child that only need the translated label for the other language.

Please consult with your school or district administrators, as this is just a suggestion.

You may provide additional instructions to the student that may reduce the incidence of responding in the opposite language:

The teacher will say: “I want you to name these pictures in English” or “Quiero que nombres estos dibujos en español”

If the child responds in the opposite language, the teacher can say: “In English, please” or “En español, por favor”

**I accidentally  
assessed a student in  
the wrong language.  
Can this be fixed?**

Unfortunately, you will need to reassess the students in the desired language. The items are different on the English and Spanish assessments, so student scores cannot be transferred into the assessment in the other language.

---

# Circle Progress Monitoring-Texas PKG Alignment

Explore our Circle Progress Monitoring measures below to learn more about their alignment to the 2022 Texas Prekindergarten Guidelines. (<https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>).

Watch this webinar for information regarding the development of Circle Progress Monitoring and its alignment with the updated Texas Pre-K Guidelines.

**CATEGORY:**

CIRCLE Progress Monitoring System

**RESOURCE:**



## Implementation Guide

### **BEST FIT FOR:**

Teachers, Principals/Directors, School Specialists, District/Community Administrators

### **Direct Assessments**

#### Mathematics

- + Early Math: Rote Counting
- + Early Math: Shape Discrimination
- + Early Math: Set Counting
- + Early Math: Shape Naming
- + Early Math: Number Naming
- + Early Math: Number Discrimination
- + Early Math: Operations
- Early Math: Patterns (optional item)

Children are prompted to look at a pattern and select appropriate responses from items to what comes next.

- **Pre-K 3 Guideline:** PK3.V.E.3 Child recognizes and duplicates patterns.
- **Pre-K 4 Guideline:** PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.

**+ Early Math: Real World: Measurement (optional item)**

*\*\*Please note that CLI added an Optional Math Pilot measure that is available for the 2024-2025 school year. These items will be piloted for alignment to the 2022 version of the Texas Pre-K Guidelines. A child's responses on this measure will not be scored.*

Science

**- Science**

How is this assessed?

The Science sub-measure was designed to measure four disciplinary core ideas in the National Research Council's (2012) framework for science education, including:

- Physical Sciences
- Life Sciences

- Earth and Space Sciences
- Engineering and Technology Applications of Science

The questions within the Science portion of Circle Progress Monitoring align with several different PK4 Guidelines listed below. Please note that there are no PK3 outcomes for the science section, as noted in the 2022 Texas Prekindergarten Guidelines.

#### **Pre-K 4 Guidelines:**

- PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
- PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
- PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
- PK4.VI.A.3 Child uses simple scientific tools to learn about objects.
- PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.
- PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.
- PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.
- PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.
- PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.
- PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
- PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.

## Emergent Literacy: Reading

- + Rapid Letter Naming
- + Book and Print Concepts
- + Letter Sound Correspondence
- + Phonological Awareness: Syllabication
- + Phonological Awareness: Onset-Rime
- + Phonological Awareness: Alliteration
- + Phonological Awareness: Rhyming part 1
- Phonological Awareness: Listening (Optional task not in composite)

The Listening section of the PA Sub-test contains 5 items that evaluate whether a child can differentiate between similar-sounding words.

- **Pre-K 3 Guideline:** PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.
- **Pre-K 4 Guideline:** PK4.III.B.2 Child distinguishes differences between similar-sounding words.

+ Phonological Awareness: Words in a sentence (Optional task not in composite)

+ Phonological Awareness: Rhyming part 2 (Optional task not in composite)

*\*\*Please note that CLI added an Optional PA Pilot measure that is available for the 2024-2025 school year. These items will be piloted for alignment to the 2022 version of the Texas Pre-K Guidelines. A child's responses on this measure will not be scored.*

Emergent Literacy: Language & Communication

+ Vocabulary Naming

- Story Retell

The Story Retell component assesses a child's ability to retell a story. As the child retells the story, the teacher may use the acceptable prompts below to elicit the narrative. The teacher will record the child's responses for the story retell items.

### **Pre-K 3 Guidelines:**



- PK3.III.D.1 Child re-enacts a story after it has been read aloud.
- PK3. II. D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.
- PK3. II. E.3 Child uses simple sentence structures with at least one idea.
- PK3.III.D.3 Child asks and answers age-appropriate questions about a book.

#### **Pre-K 4 Guidelines:**

- PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.
- PK4. II. D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
- PK4. II. E.3 Child uses sentences that combine multiple phrases or ideas.
- PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.

### Social Studies

#### **+ Early Social Studies Skills**

## **Observables**

Emergent Literacy: Writing

## + Early Writing

### Social and Emotional Development

- + Positive Social Behaviors
- + Classroom Community and Safety
- + Emotional and Behavioral Regulation
- + Self-care
- + Approaches to Learning

### Approaches to Learning Expanded

- + Art, Creativity, and Dramatic Play Checklist
- + Initiative and Curiosity Checklist

## + Flexibility Checklist

### Physical Development

- + Gross Motor Checklist
- + Fine and Visual Motor Checklist
- Health Status Checklist

Observe and mark each student's demonstration of these behaviors as:

*1-Rarely, 2-Sometimes, or 3-Consistently*

1. Is able to distinguish between healthy and less healthy food types (e.g., healthy food that can be eaten any time and food that is acceptable for special occasions)
2. Demonstrates an understanding of hygiene practices (e.g., hand washing, covering mouth when coughing).  
Note: This item evaluates an understanding of good hygiene practices, but does not imply that children must use practices consistently to receive a score of Proficient
3. Demonstrates an understanding of safety rules for the classroom, playground, and community (e.g., no running in the classroom, not walking up or down the slide, and looking both ways prior to crossing the



street). Note: This item evaluates an understanding of safety rules and does not imply that children must follow all safety rules consistently to receive a score of Proficient

**Pre-K 3 Guideline:** No PK3 outcomes for this domain of learning.

**Pre-K 4 Guidelines:**

- PK4.IX.C.1 Child practices good habits of personal safety.
- PK4.IX.C.2 Child practices good habits of personal health and hygiene.
- PK4.IX.C.3 Child identifies good habits of nutrition and exercise.

## **Related Resources**

Return to the [Circle Progress Monitoring Toolkit](https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/) (<https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/>) for more resources.

[Circle Progress Monitoring Toolkit](https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/) (<https://public.cienlengage.org/training/education-advisor-support/cpm-toolkit/>).

This document was last modified on: August 9, 2024

**Campus : Lorenzo Loya PRI**

P O Box 920  
 San Elizario, TX 79849-0920  
 (915) 872-3940 Phone  
 (915) 872-3941 Fax

**Administration**

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal Julissa Esquivel

**School Population**

	Count	Percent
<b>Student Total</b>	<b><u>173</u></b>	<b>100%</b>
Early Education Grade	<u>7</u>	4.05%
Pre-Kindergarten Grade	<u>166</u>	95.95%

**Student Demographics**

	Count	Percent
<b>Gender</b>		
Female	<u>88</u>	50.87%
Male	<u>85</u>	49.13%
<b>Ethnicity</b>		
Hispanic-Latino	<u>169</u>	97.69%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>3</u>	1.73%
Two-or-More	<u>1</u>	0.58%

**Student Programs**

	Count	Percent
Dyslexia	0	0.00%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	0	0.00%
Special Education (SPED)	<u>22</u>	12.72%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	<u>113</u>	65.32%
Bilingual	<u>98</u>	56.65%
English as a Second Language (ESL)	0	0.00%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	<u>173</u>	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
<b>Title I Homeless</b>		
Neglected	0	0.00%

**Student Indicators**

	Count	Percent
At-Risk	<u>115</u>	66.47%

**Special Education Services**

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	0	0.00%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	0	0.00%
Learning disability	0	0.00%
Speech impairment	<u>12</u>	54.55%
Autism	<u>4</u>	18.18%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	<u>6</u>	27.27%
<b>Instructional Settings</b>		
Speech Therapy	<u>12</u>	54.55%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	0	0.00%
Resource Room	<u>1</u>	4.55%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	0	0.00%
Full-Time Early Childhood	<u>9</u>	40.91%
Nonpublic Day School	0	0.00%

**College and Career Readiness School Models**

	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%

Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	4	2.31%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	3	1.73%
Transfer In Students	<u>21</u>	12.1387%
Unschooler Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	<u>150</u>	86.71%
Free Meals	<u>120</u>	69.36%
Reduced-Price Meals	4	2.31%
Other Economic Disadvantage	<u>26</u>	15.03%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	<u>7</u>	4.05%
Shelter	0	0.00%
Doubled Up	<u>5</u>	2.89%
Unsheltered	<u>2</u>	1.16%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	<u>5</u>	2.89%
Is Unaccompanied Youth	<u>2</u>	1.16%

T-Item 0 0.00%

Staff Information	Count	Percent
Administrative Support	<u>4</u>	12.50%
Teacher	<u>13</u>	40.62%
Educational Aide	<u>15</u>	46.88%
Auxiliary	0	0.00%