Ector County Independent School District

Lamar Early Education Center

Improvement Plan

2020-2021

Lamar Early Education Center

we take care of the little things!

Mission Statement

The mission of the Lamar Early Education Center faculty is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

* We value the development of the whole child.

* We value a safe, supportive, and caring learning environment.

* We value respect, honesty, and integrity.

* We value the pursuit of excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Lamar for 2019-2020 are as follows:

African American - .7%

Hispanic - 87.1%

White - 10.9%

American Indian - 0%

Asian - 0.2%

Pacific Islander 0%

Two or more races - 1.3%.

Economically Disadvantaged - 97.1%

Bilingual - 30.4%

Special Education - 8.9%

Attendance for 2019-2020-91.9%

Our Economically Disadvantaged students create a need to provide our students with assistance in many areas. The students come to us with little preparation for learning Prekindergarten standards. Providing more hands-on type learning and making connections with learning and real life are important. These students come to us unprepared to engage in many developmentally age appropriate activities. This creates a need for basic skill development for our young students and training for their parents.

Demographics Strengths

The following Demographic strengths help our school to be successful.

Parents taking the initiative to enroll their children in Prekindergarten. Children are eager to learn and want to be in school. Teachers and staff work hard to build strong relationships with students and parents. English Language Learners enrolled in a strong bilingual program are At Risk and the Prekindergarten curriculum gives them a good foundation for their education. We have five strong bilingual teachers who work closely with the parents of our bilingual children.

Because Prekindergarten is not required, parents have to take initiative to enroll their students in Prekindergarten. Most do this because they know Prekindergarten will provide their child with a solid foundation for future school success. Prekindergarten students are eager and motivated to learn which makes for a very positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Even though attendance increased one percentage point, attendance continues to be an area of needed growth. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Student Achievement

Student Achievement Summary

We saw huge growth in our students during the 2019-2020 school year. At the age of four, our students come to us with various levels of understanding. The BOY Assessment shows what our students have learned at home. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards.

Circle Scores for 2017-2018, 2018-2019 and BOY 2019 scores for both English and Spanish are included in the addendums.

EOY 2020 Circle Scores are not available due to students not being in school as a result of COVID-19.

Student Achievement Strengths

EOY Results from 2019

English-Rapid Letter Naming: 60% of students are on track   Rapid Vocabulary: 69% of students are on track Overall Measure of Phonological Awareness: 71% of students are On Track

Math-75% of students on track

Spanish-Rapid Letter Naming: 84% of students on track   Rapid Vocabulary: 53% of students on track Overall Measure of Phonological Awareness: 73% of students On track

Math-87% of students on track

The staff at Lamar EEC
work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons include large groups, small groups, and independent learning. The beauty of working with the young child is that they are learning from their entire environment all the time. Every encounter in their environment is new and filled with opportunities for learning.
Students at this age learn by doing, and this stands as the fundamental method of teaching and learning on our campus.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

School Culture and Climate

School Culture and Climate Summary

We consider school climate and culture to be of great importance at the Prekindergarten level. The first experience in school must be a positive one where students feel safe. Our school climate is centered around the principles of Conscious Discipline-Relationships, Problem-Solving and Safety.

Our students, as well as parents, are told and shown from the first on campus visit that our job (all Lamar staff) is to keep them safe and their job is to help keep the classroom safe. Lamar is a caring environment where children learn the skills of working with others and how to self-regulate.

Another important piece of the Lamar culture and climate is the strong parent presence in our school. Lamar has many activities that encourage parents to be truly engaged with their children. Parents have the opportunity to be a part of Academic Parent Teacher Teams and utilize the Parent Resource Room.

Panorama Spring Results:

Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive. 75%

Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff. 79%

School Climate Perceptions of the overall social and learning climate of the school. 91%

School Leadership Perceptions of the school leadership's effectiveness. 89%

Staff-Family Relationships Perceptions of faculty and staff relationships with the families at their school. 82%

Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders. 89%

School Culture and Climate Strengths

Students are happy and excited to come to school because the staff embraces their uniqueness and works to create strong connections with

each student. Effective procedures are in place to ensure that students arrive in class safely and are entrusted to a teacher and/or teaching assistant daily. Students are greeted many times by the adults in the building before they ever reach their classroom.

Parents are welcomed to the school and the staff works hard to develop effective working relationships with the parents.

Parents have commented that they feel welcomed at Lamar.

The Lamar staff celebrates the accomplishments of one another, as well as supports others when difficulties arise.

Lamar is committed to the use of Conscious Discipline to help us create strong connections with others, teach self-regulation skills and assist with student emotional management.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills. **Root Cause:** Not all teachers and staff see student misbehavior as a call for help or connection.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lamar is comprised of 11 General Education classrooms, 5 Bilingual Education classrooms, and 4 Special Education classrooms. We have 7 Special education instructional aides, 11 General Education instructional aides and 5 Bilingual instructional aides.

New teachers are assigned a mentor teacher to provide support and encouragement throughout the school year.

Teachers are put on teams and attend weekly PLC meetings in order to increase staff learning.

Staff quality is also strengthened through the leadership of the Conscious Discipline Action Team and the Lamar CIT

Staff Quality, Recruitment, and Retention Strengths

New teachers at Lamar have a mentor teacher and also receive assistance through PLC meetings and the Lamar New Teacher Academy. Teachers are eager to help new teachers and instructional aides.

There is ongoing Conscious Discipline, Frog Street Press and CLI professional development offered to teachers and assistants throughout the year.

Lamar has teaching assistants that are experienced in working with small groups and supporting the teacher in many different areas of instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to our economically disadvantaged population, we need to continue to recruit and retain highly qualified teachers who have a commitment to early education. **Root Cause:** Lack of Early Education teacher and instructional assistant candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We will continue to use Frog Street Press as our framework and we will use the best practices learned in Circle training, Frog Street Press Literacy Toolkit Training, and Conscious Discipline to address the teaching of the Prekindergarten standards. Our goal is to address the Prekindergarten standards in the most effective and efficient manner possible. Throughout the process, our goal will be to make our teaching developmentally appropriate, hands on, engaging, challenging, and aligned with Texas Prekindergarten guidelines.

Assessment is done through CLI Engage, which is done at the beginning of the year and then again at the end of the year. Students are assessed on the district report card in December, March and May. Bilingual students are also assessed through PreLas. The progress of our students with special needs is assessed through their IEP.

Student learning needs are being met through Independent Learning Centers and Small Group instruction by the teachers and instructional aides. Differentiated instruction and challenging instruction are addressed in the same way. Interventions are addressed during one on one time and in small groups.

Curriculum, Instruction, and Assessment Strengths

Frog Street Press, Conscious Discipline, and CIRCLE are all research-based programs and support developmentally appropriate practice.

The Prekindergarten standards help guide instruction which in turn helps the school to build a strong foundation for students as they prepare for kindergarten.

Instruction at Lamar addresses the needs of the students in a number of ways.   Frog Street Press curriculum and Conscious Discipline keeps everyone working within the same framework while allowing for differentiation to meet all students' needs and learning styles.

Children's Learning Institute Engage Assessment will be identified as a strength because of the content.

Conscious Discipline is based on the premises of connection, safety and problem-solving. It addresses the social emotional development of the students as well as self-regulation.

Bilingual teachers are trained in balanced literacy and writing workshop. They use training provided for Bilingual teachers to drive their instruction and we are seeing great results in our bilingual classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students do not have foundational skills to be successful in Prekindergarten. **Root Cause:** The population of students we serve lack educational opportunities, background knowledge and resources.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement will continue to be a priority area at Lamar. This year we will continue our implementation of our Family Ties monthly parent meeting in an effort to engage more parents. We will also be conducting Academic Parent Teacher Team meetings two times this year (once in the fall and once in the Spring). The goal of the meetings is to partner with parents and give them strategies to support their child's education. In addition to the Academic Parent Teacher Team Meetings, parents will have the opportunity to be engaged in Family Game Nights, Block-Fest events, Family Valentine Event, Transportation Parade, Wonder Walk and various other school events throughout the year.

 To streamline volunteer records management, we will be using VOLY services. This system will bank our volunteer database, offer online volunteer application features, track and report volunteer hours with areas of service.

The Title 1 parent meetings will be held and we will work on conducting more effective parent surveys throughout the year.

We will publicize and search for Campus Improvement Team parent and community members and LPAC parents. We know the importance of Community involvement on the CIT

This year our school will have the Book Worms program provided by the Education Foundation. Dr. Tara Wilson, Reading Professor from UTPB will partner with us (virtually) in this monthly reading book.

Central Baptist Church will continue to be our partner. They do a lot for our staff and show appreciation for their work. We will work to involve them more in our school to help teachers and work with students.

Parent and Community Engagement Strengths

Prekindergarten is often a parents' first experience with school and they are excited to be a part of the engagement activities on the campus.

In the past we have had great attendance at Open House, Academic Parent Teacher Team Meetings, Family Game Night and the End of Year Celebrations.   We will work to get more parents into the building monthly though the implementation of Family Ties.

Our VIP program is very strong and successful. VIP's greet the students, assist in the classrooms and help out in the office as needed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lamar does not have parent representation on Campus Improvement Team. **Root Cause:** Lack of understanding of the need for parental voice into campus decisions.

School Context and Organization

School Context and Organization Summary

Lamar is a very fast paced school. In the past Lamar has had two half day programs. Morning and afternoon students were in attendance for 3.5 hours each day.

Our students are a part of a caring, engaging atmosphere. Our students feel safe and enjoy being at school. We teach our students that our job is to keep them safe and their job is to help keep it safe. Conscious Discipline strategies are used throughout our school with students and adults

Our daily schedules vary from class to class, but all teachers are teaching the Frog Street Press curriculum.

We have well thought out schedules and routines. Routines are consistent and our students quickly learn the routines and the expectations. Beginning of the day and end of the day procedures for our parents and students are consistent and everyone seems pleased with our structure and consistency.

Professional Learning Communities are an integral part of our school and they have begun to be used as a means to maximize student learning.

School Context and Organization Strengths

Our organizational strengths are: Strong administrator, teachers and instructional aides who truly care, a strong Prekindergarten curriculum that addresses all of the Prekindergarten standards, a strong office staff that is friendly and helpful to parents, strong award winning VIP program, good processes and procedures in place to help the school run safely and smoothly.

A school family that believes in what we are doing and works to make a difference each day.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PLC's are not consistently used to drive instruction and maximize student learning. **Root Cause:** Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Technology

Technology Summary

On March 16, 2020, Lamar moved all instruction to an online format. Teachers used the existing technology and skills to make this a successful experience for all learners. We utilized Zoom until having to move Google Meets due to privacy issues. Many teachers lacked the technology skills needed to effectively use Google and we had to quickly adjust and learn skills needed. We utilized the free version of Seesaw to assist with student and parent engagement during this time.

The lack of reliable internet posed an issue for some staff and many students.

Existing classroom technology consists of 1 teacher computer, ipads and smart board. Our student computers were outdated and have been removed by the technology department.

Technology Strengths

Lamar teachers have utilized the Teacher Laptop program through the district so they all have access to a laptop. The teachers have a strong desire to grow and develop their technology skills and many have been taking the tech courses offered by the district in addition to working with our technology specialists.

As a campus, Lamar had begun utilizing the paid version of Seesaw as a communication piece for parents.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Skills for providing engaging and effective virtual instruction are lacking. **Root Cause:** Teachers and staff have not had opportunity for quality professional development in this area.

Priority Problem Statements

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development.

Root Cause 1: Parents and caregivers do not always understand the importance of language and vocabulary development.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.

Root Cause 2: Not all teachers and staff see student misbehavior as a call for help or connection.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: PLC's are not consistently used to drive instruction and maximize student learning.

Root Cause 3: Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Problem Statement 3 Areas: School Context and Organization

Problem Statement 4: Skills for providing engaging and effective virtual instruction are lacking.

Root Cause 4: Teachers and staff have not had opportunity for quality professional development in this area.

Problem Statement 4 Areas: Technology

Problem Statement 5: Even though attendance increased one percentage point, attendance continues to be an area of needed growth.

Root Cause 5: Lack of serious consideration of and often times commitment to the value of a PK education by families.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Lamar student attendance will increase from 91.9% to 94% by the end of the 2020-2021 school year.

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Lamar administrators and staff will discuss importance of regular attendance during Meet the Teacher, through social media and teacher communication app. Classes with highest attendance will ring attendance bell.		
Strategy's Expected Result/Impact: Lamar's attendance will increase to 94%		**Formative**
Staff Responsible for Monitoring: Campus Administrators Counselor Teachers		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Demographics 1	
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**May**
Strategy 2: Identify Attendance Committee and conduct regular meetings to monitor and address attendance issues		
Strategy's Expected Result/Impact: School-wide attendance will improve		**Formative**
Staff Responsible for Monitoring: Principal Counselor		**Oct** **Jan**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Improve low-performing schools		
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**Summative** **May**

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Demographics

Problem Statement 1: Even though attendance increased one percentage point, attendance continues to be an area of needed growth. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Performance Objective 2: Lamar will build a school-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Number of student referrals

Summative Evaluation: None

Strategy 1: Lamar staff will continue to engage in professional SEL learning and practice through Conscious Discipline coaching.		
Strategy's Expected Result/Impact: Staff will develop an understanding that student misbehavior is a call for help of lack of skill development		**Formative**
		Oct
Staff Responsible for Monitoring: Principal Counselor Conscious Discipline Action Team		**Jan**
		Mar
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Culture and Climate 1	**Summative**
TEA Priorities: Improve low-performing schools		**May**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** Conscious Discipline Coaching Title One School-wide $10,280	

Strategy 2: Lamar Counselor will support student and staff SEL through group and individual counseling sessions		
Strategy's Expected Result/Impact: Students' and staff will have tools and strategies to support their social-emotional well-being		**Formative**
Staff Responsible for Monitoring: Counselor Principal		**Oct**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 1	**Mar**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 3: Lamar staff continue to engage in professional Social-Emotional Learning through a staff book study focused on the social emotional development of young children.

	Formative
Strategy's Expected Result/Impact: Lamar staff will feel empowered to work with students who lack self-regulation skills needed to be successful in school.	**Oct**
	Jan
Staff Responsible for Monitoring: Administrators Counselor	**Mar**
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Culture and Climate 1	**Summative**
TEA Priorities: None		**May**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Funding Sources:** None	

Strategy 4: Selected staff, counselor and administrators will attend Conscious Discipline Institute.

	Formative
Strategy's Expected Result/Impact: Staff will learn and develop strategies needed to successfully work with students who are lacking self-regulation skills.	**Oct**
	Jan
Staff Responsible for Monitoring: Administrators	
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Culture and Climate 1	**Mar**
TEA Priorities: None		**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Funding Sources:** Conscious Discipline Summer Institute Title One School-wide $17,500	**May**

Strategy 5: Lamar staff and administration will participate in the E-Learning Course Building Resiliency: Returning to School in Uncertain Times.

	Formative
Strategy's Expected Result/Impact: All staff will be empowered to work with students experiencing trauma due to Covid-19 crisis.	**Oct**
Staff Responsible for Monitoring: Administrators Counselor	**Jan**
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Culture and Climate 1	**Mar**
TEA Priorities: None		**Summative**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**May**

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 3: Lamar EEC will provide differentiated processes for students and classrooms

Evaluation Data Sources: Walk-throughs
Lesson Plans

Summative Evaluation: None

Strategy 1: Effective classroom procedures, using the Conscious Discipline MAP (model, add visuals and practice) Program, will be created based on the needs of the students in order to maintain academic learning and support the social-emotional learning of students.		
Strategy's Expected Result/Impact: Students will feel safe and successful in school and classroom		**Formative**
Staff Responsible for Monitoring: Principal Teachers Counselor		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Culture and Climate 1	
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**May**

Strategy 2: Lamar Teachers and Staff will participate in Oral Language/Vocabulary Development training		
Strategy's Expected Result/Impact: Teachers will develop effective language and vocabulary development instructional strategies in order to present best practice instruction		**Formative**
Staff Responsible for Monitoring: Administrator		**Oct** **Jan**
Title I Schoolwide Elements: 2.6	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** Oral Language and Vocabulary Professional Development Title One School-wide $5,500	**Summative** **May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Student Achievement
Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

School Culture and Climate
Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.

Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 4: Lamar will embed technology for anytime, anywhere teaching and learning

Evaluation Data Sources: Observations-(Walkthroughs and Virtual)
Seesaw user reports

Summative Evaluation: None

Strategy 1: Lamar will purchase a school-wide license for the Seesaw program that will enable teachers and administrators to implement personalized learning virtually as well as in-person.		
Strategy's Expected Result/Impact: Teachers will be able to personalize learning for all students		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Technology 1	**Jan**
TEA Priorities: Build a foundation of reading and math		**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** Seesaw School-Wide Platform Title One School-wide $1,650	**Summative**
		May

Strategy 2: Teachers and administrators will do monthly technology professional development.		
Strategy's Expected Result/Impact: Teachers will be comfortable and feel confident in their use of new technology.		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Technology 1	**Jan**
TEA Priorities: Build a foundation of reading and math		**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Funding Sources:** None	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Technology
Problem Statement 1: Skills for providing engaging and effective virtual instruction are lacking. **Root Cause:** Teachers and staff have not had opportunity for quality professional development in this area.

Performance Objective 5: Lamar EEC will provide a safe and supportive school environment

Evaluation Data Sources: Staff and family surveys

Summative Evaluation: None

Strategy 1: Lamar Counselor will provide Social Emotional lessons to classrooms utilizing Conscious Discipline strategies and training		
Strategy's Expected Result/Impact: Decrease in Counselor Office visits		**Formative**
Staff Responsible for Monitoring: Principal Counselor		**Oct**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 1	**Mar**
TEA Priorities: None		
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**Summative**
		May
Strategy 2: Lamar Teachers and staff will implement Conscious Discipline strategies of safety, problem-solving and connections.		
Strategy's Expected Result/Impact: Increased attendance Improved academic growth		**Formative**
		Oct
Staff Responsible for Monitoring: None		**Jan**
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Culture and Climate 1	**Mar**
TEA Priorities: Build a foundation of reading and math		
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** None	**Summative**
		May

Strategy 3: Teachers and staff will participate in team and trust building program-Building an Intentional Legacy in a Diverse World in order to create trust among all team members.

		Formative
Strategy's Expected Result/Impact: All Lamar staff will feel empowered, valued and trusted		**Oct**
Staff Responsible for Monitoring: Administrator		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:**	**Mar**
ESF Levers: None	Building an Intentional Legacy in a Diverse World training Title One School-wide $10,000	**Summative**
		May

Strategy 4: All staff will participate in Unconscious Bias training for the 2020-2021 school year.

		Formative
Strategy's Expected Result/Impact: All staff will become aware of personal biases		**Oct**
Staff Responsible for Monitoring: Administrators Counselor		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	None	**Summative**
		May

Strategy 5: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

		Formative
Strategy's Expected Result/Impact: All staff will be made aware of signs of maltreatment of children.		**Oct**
Staff Responsible for Monitoring: Administrators Counselor		**Jan**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	None	**Summative**
		May

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Goal 2: Invest in Talent: Lamar EEC will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Lamar staff retention rate will increase from 87% to 90% in the 2020-2021 school year

Evaluation Data Sources: Staff retention rate at end of the school year

Summative Evaluation: None

Strategy 1: Mentor teachers, new teachers and administrators will meet at least monthly to provide additional support and direction.		
Strategy's Expected Result/Impact: New teachers will be supported and continue to be employed in ECISD		**Formative**
Staff Responsible for Monitoring: Principal Mentor Teachers		**Oct**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 1	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals		**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** None	**May**

Strategy 2: Lamar will continue to "grow our own pool" of candidates by collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes		
Strategy's Expected Result/Impact: Lamar will have a pool of candidates that have early childhood experiences		**Formative**
Staff Responsible for Monitoring: Principal		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers		**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Context and Organization
Problem Statement 1: PLC's are not consistently used to drive instruction and maximize student learning. **Root Cause:** Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Performance Objective 2: Lamar will provide high-quality growth opportunities to all staff through campus professional development, outside coaching and conference attendance

Evaluation Data Sources: Walk-throughs
T-Tess observations
Professional Development sign-in sheets

Summative Evaluation: None

Strategy 1: Staff will participate in the Conscious Discipline E-Course, Building Resiliency in Uncertain Times as well as Conscious Discipline Coaching Selected staff will attend Conscious Discipline Summer Institute All staff will participate in Family Engagement Training with Frog Street Press Consultant Melissa Williamson		
Strategy's Expected Result/Impact: Staff will feel confident in their ability to implement new learning and skills in classrooms		**Formative**
Staff Responsible for Monitoring: Principal		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 1	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

School Culture and Climate
Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills. **Root Cause:** Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 3: Lamar will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria walk-throughs

Summative Evaluation: None

Strategy 1: Each teacher will receive no less than 5 walk-through observations documented in Eduphoria		
Strategy's Expected Result/Impact: Improvement in classroom instruction		**Formative**
Staff Responsible for Monitoring: Principal Assistant Principal		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: Lever 5: Effective Instruction		**May**

Strategy 2: All staff will set professional goals for themselves		
Strategy's Expected Result/Impact: Staff will feel empowered to perform job duties to the best of their ability		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Learning Journey: Lamar EEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Lamar will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Lamar will increase the overall phonological awareness CLI score from 70% to 80% by the end of the 2021 school year

Evaluation Data Sources: CLI BOY and EOY Data
Report Card Data Sheets

Summative Evaluation: None

Strategy 1: Letter walls will be utilized in each classroom		
Strategy's Expected Result/Impact: Students will show growth in phonological awareness skills		**Formative**
Staff Responsible for Monitoring: Principal Teachers		**Oct**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** None	**Summative**
		May
Strategy 2: Frog Street Press Morning Message will be conducted daily in each classroom.		
Strategy's Expected Result/Impact: Students will show growth in phonological awareness skills		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 3: Lamar staff will conduct Academic Parent Teacher Team meetings in order to provide parents strategies that can be used to support home learning activities

	Formative
Strategy's Expected Result/Impact: Parents will feel empowered to help their children at home	**Oct**
Staff Responsible for Monitoring: Principal Teachers	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: None		**Summative**
ESF Levers: None	**Funding Sources:** None	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

Performance Objective 2: Lamar will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Classroom walk-throughs
Lesson Plan Reviews

Summative Evaluation: None

Strategy 1: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: CLI BOY and EOY, Report Card Assessment, Imagine Learning Reading and Math and Aggressive Monitoring		Formative
Strategy's Expected Result/Impact: Student achievement improves as teachers, parents and students monitor growth together.		**Formative**
Staff Responsible for Monitoring: Administrator Teachers		**Oct**
		Jan
Title I Schoolwide Elements: 2.4	**Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: Build a foundation of reading and math		
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	**Summative**
		May

Strategy 2: Campus will continue to implement data-driven Professional Learning Communities (PLCs) working through PK appropriate Know/Show Charts and disaggregating data		Formative
Strategy's Expected Result/Impact: Teachers will feel empowered in the PLC process		**Formative**
Staff Responsible for Monitoring: Administrator		**Oct**
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Context and Organization 1	**Jan**
TEA Priorities: Build a foundation of reading and math		**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** None	**Summative**
		May

Strategy 3: Principal will lead and model the Data-Driven PLC process

		Formative
Strategy's Expected Result/Impact: Teachers will develop and understanding of the DDI PLC process and how it relates to Prekindergarten instruction.		**Oct**
Staff Responsible for Monitoring: Administrators		**Jan**
Title I Schoolwide Elements: 2.6	**Problem Statements:** School Context and Organization 1	**Mar**
TEA Priorities: None		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Funding Sources:** None	**May**

Strategy 4: Teachers and staff will participate in professional development specifically related to providing effective virtual instruction for prekindergarten students.

		Formative
Strategy's Expected Result/Impact: Teachers will develop the skills needed to effectively teach prekindergarten in a virtual setting.		**Oct**
Staff Responsible for Monitoring: Administrators Technology specialist		**Jan**
Title I Schoolwide Elements: 2.4	**Problem Statements:** Technology 1	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals		**Summative**
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** None	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

School Context and Organization

Problem Statement 1: PLC's are not consistently used to drive instruction and maximize student learning. **Root Cause:** Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Technology

Problem Statement 1: Skills for providing engaging and effective virtual instruction are lacking. **Root Cause:** Teachers and staff have not had opportunity for quality professional development in this area.

Performance Objective 3: ECISD and Lamar EEC will promote SEL for all students across the district and campus

Strategy 1: Lamar teachers and staff will participate in and utilize strategies gained from the Conscious Discipline e-learning course: Building Resiliency in Uncertain Times.	
Strategy's Expected Result/Impact: Teachers will be prepared to deal with social emotional needs of all students	**Formative**
Staff Responsible for Monitoring: Administrator Counselor Teachers	**Oct** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 1	
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 3: Positive School Culture	**Funding Sources:** Conscious Discipline E-Course Title One School-wide $5,400	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 4: Lamar EEC will support parents in their efforts to be effectively engaged with their child's Prekindergarten experience.

Evaluation Data Sources: Parent engagement activity sign-in sheets
Parent surveys

Summative Evaluation: None

Strategy 1: Parents will be offered opportunities to participate in Parent Leadership program provided by the campus	
Strategy's Expected Result/Impact: Parents will feel empowered to be effectively engaged in their child's PK education	**Formative**
Staff Responsible for Monitoring: Administrator Parent Engagement Committee	**Oct** **Jan**
Title I Schoolwide Elements: 3.2 **Problem Statements:** Student Achievement 1	**Mar**
TEA Priorities: None	**Summative**
ESF Levers: None **Funding Sources:** Parent Leadership program provided by Frog Street Press Consultant Title One School-wide $13,750	**May**
Strategy 2: Parents will be offered support through Academic Parent Teacher Team Meetings	
Strategy's Expected Result/Impact: Parents will feel empowered to support students' learning at home as well have opportunity to create hands-on learning materials for use at home with their child.	**Formative**
	Oct
Staff Responsible for Monitoring: Administrator Teachers	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** Student Achievement 1	**Summative**
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None **Funding Sources:** Resources and materials for APTT meetings Title One School-wide $2,799	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	MaryJane Hutchins	Principal
Administrator	Marsha Bridges	Assistant Principal
Classroom Teacher	Jennifer Merriman	General Ed Teacher
Classroom Teacher	Brooklyn Arias	General Ed Teacher
Classroom Teacher	Kristy Marquez	Special Education Teacher
Classroom Teacher	Elsa Chacon	Bilingual Teacher
Paraprofessional	Samantha Gomez	Teaching Assistant
Classroom Teacher	Dusty Rice	Special Education Teacher

Campus Funding Summary

			Title One School-wide		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Conscious Discipline Coaching		$10,280.00
1	2	4	Conscious Discipline Summer Institute		$17,500.00
1	3	2	Oral Language and Vocabulary Professional Development		$5,500.00
1	4	1	Seesaw School-Wide Platform		$1,650.00
1	5	3	Building an Intentional Legacy in a Diverse World training		$10,000.00
3	3	1	Conscious Discipline E-Course		$5,400.00
3	4	1	Parent Leadership program provided by Frog Street Press Consultant		$13,750.00
3	4	2	Resources and materials for APTT meetings		$2,799.00
				Sub-Total	$66,879.00
				Grand Total	$66,879.00

Addendums

EA: 066901 - ECTOR COUNTY ISD
Campus: 066901115 - LAMAR EARLY EE-KG

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION

Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Ethnicity												
Hispanic/Latino	39,697.5	40,272.0	3,503.5	2,301.5	36,194.0	37,970.5	5,010.5	624.0	31,183.5	37,346.5	91.2%	94.3%
American Indian or Alaska	83.0	0.0	10.5	0.0	72.5	0.0	72.5	0.0	0.0	0.0	87.3%	0.0%
Asian	249.0	83.0	13.0	2.5	236.0	80.5	164.0	0.0	72.0	80.5	94.8%	97.0%
Black or African American	772.5	418.5	88.5	40.5	684.0	378.0	0.0	0.0	684.0	378.0	88.5%	90.3%
Hawaiian or Other Pacific	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	7,519.5	5,013.5	634.0	303.0	6,885.5	4,710.5	2,155.0	0.0	4,730.5	4,710.5	91.6%	94.0%
Two or More Races	684.0	702.5	64.5	41.5	619.5	661.0	231.0	157.0	388.5	504.0	90.6%	94.1%
Total	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Gender												
Male	25,706.5	24,399.0	2,230.0	1,342.5	23,476.5	23,056.5	3,774.0	624.0	19,702.5	22,432.5	91.3%	94.5%
Female	23,299.0	22,090.5	2,084.0	1,346.5	21,215.0	20,744.0	3,859.0	157.0	17,356.0	20,587.0	91.1%	93.9%
Total	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Special Population												
Special Education	6,169.5	5,821.0	578.0	423.0	5,591.5	5,398.0	0.0	236.0	5,591.5	5,162.0	90.6%	92.7%
Economic Disadvantage	49,005.5	45,249.0	4,314.0	2,633.5	44,691.5	42,615.5	7,633.0	140.0	37,058.5	42,475.5	91.2%	94.2%
LEP	13,536.0	14,255.5	1,002.0	751.0	12,534.0	13,504.5	0.0	0.0	12,534.0	13,504.5	92.6%	94.7%
At Risk	14,057.5	15,650.0	1,057.0	810.5	13,000.5	14,839.5	0.0	0.0	13,000.5	14,839.5	92.5%	94.8%
Gifted and Talented	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Migrant	83.0	12.5	4.5	6.5	78.5	6.0	0.0	0.0	78.5	6.0	94.6%	48.0%
Homeless Status	1,882.0	3,030.5	214.0	197.0	1,668.0	2,833.5	132.0	0.0	1,536.0	2,833.5	88.6%	93.5%
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Early Reading Indicator	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Military Connected	0.0	83.0	0.0	5.5	0.0	77.5	0.0	0.0	0.0	77.5	0.0%	93.4%
Foster Care	0.0	8.0	0.0	0.0	0.0	8.0	0.0	0.0	0.0	8.0	0.0%	100.0%
RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	70,676.0	68,459.5	7,169.5	4,016.5	64,563.5	64,443.0	7,765.0	376.0	56,798.5	64,067.0	91.4%	94.1%

NOTE: Detail may not add to totals due to rounding.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

ENROLLMENT BY GRADE

	Count	%Enroll
EARLY EDUCATION	16	2.84%
PRE-KINDERGARTEN	546	96.98%
KINDERGARTEN	1	0.18%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	563	100.00%

ENROLLMENT BY SEX

	Count	%Enroll
MALE	296	52.58%
FEMALE	267	47.42%
TOTAL	563	100.00%

ADA ELIGIBILITY

	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	10	1.78%
"1" ELIGIBLE FOR FULL DAY	4	0.71%
"2" ELIGIBLE FOR HALF DAY	542	96.27%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	3	0.53%
"5" INELIGIBLE FOR HALF DAY	4	0.71%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	563	100.00%

	Count	%Enroll
LEP	167	29.66%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	549	97.51%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	0	0.00%
DYSLEXIA	0	0.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT   563

ENROLLMENT BY ETHNICITY

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	0.36%	0.36%
BLACK/AFRICAN AMER.	6	1.07%	1.07%
HISPANIC/LATINO	484	85.97%	85.97%
WHITE	64	11.37%	11.37%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	1.24%	1.24%
TOTAL	563	100.00%	100.00%

MIGRANTS

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.19%	0.18%
BLACK/AFRICAN AMER.	6	1.11%	1.07%
HISPANIC/LATINO	468	86.83%	83.13%
WHITE	58	10.76%	10.30%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	1.11%	1.07%
TOTAL	539	100.00%	95.74%

ELIGIBLE FOR FREE/REDUC MEALS

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	6	60.00%	1.07%
WHITE	4	40.00%	0.71%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.78%

BILINGUAL

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	120	98.36%	21.31%
WHITE	2	1.64%	0.36%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	122	100.00%	21.67%

ESL

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	100.00%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.18%

Alternative Language Program

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	39	100.00%	6.93%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	39	100.00%	6.93%

GIFTED & TALENTED

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	563	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	563	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	32	5.68%
UNACCOMPANIED YOUTH CODE 3	32	5.68%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	32	5.68%

* Unaccompanied Youth Total Should Match Homeless Count

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	539	98.72%
"02" PK ELIG 4+ HRS/DAY	3	0.55%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	1	0.18%
"05" PK INELIG 4+ HRS/DAY	3	0.55%
TOTAL	546	100.00%

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.52%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	188	97.92%	33.39%
WHITE	3	1.56%	0.53%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	192	100.00%	34.10%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	7	100.00%	1.24%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	7	100.00%	1.24%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.22%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	37	82.22%	6.57%
WHITE	7	15.56%	1.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	45	100.00%	7.99%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	6	100.00%	1.07%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	6	100.00%	1.07%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming	Rapid Letter Naming	12%	87%	1%	1%
Rapid Vocabulary	Rapid Vocabulary 1	49%	50%	1%	0%
	Overall Measure	49%	50%	1%	0%
Phonological Awareness	Syllabication	7%	91%	1%	1%
	Onset-Rime	8%	90%	1%	1%
	Alliteration	3%	96%	1%	1%
	Rhyming I	5%	93%	1%	1%
	Overall Measure	36%	64%	1%	0%
Math	Rote Counting	5%	93%	1%	1%
	Shape Naming	23%	76%	1%	1%
	Number Discrimination	39%	59%	1%	1%
	Number Naming	16%	82%	1%	1%
	Shape Discrimination	31%	68%	0%	1%
	Counting Sets	17%	81%	1%	1%
	Operations	12%	86%	1%	1%
	Overall Measure	50%	49%	1%	0%
Letter-Sound Correspondence		*	*	*	*
Story Retell and Comprehension		54%	45%	1%	0%
Book and Print Knowledge		69%	30%	1%	0%

* Measure has no benchmarks.

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas	Letras rápidas	8%	92%	0%	0%
Vocabulario rápido	Vocabulario rápido 1	53%	47%	0%	0%
	Overall Measure	53%	47%	0%	0%
	División silábica	1%	98%	0%	1%
Conciencia fonológica	Aliteración	1%	99%	0%	1%
	Rimas I	3%	96%	0%	1%
	Overall Measure	7%	93%	0%	0%
	Conteo de memoria	1%	99%	0%	1%
	Nombre de las figuras	9%	90%	0%	1%
	Reconocimiento de números	52%	48%	0%	0%
	Nombre de los números	10%	89%	0%	1%
Matemáticas	Reconocimiento de figuras	20%	80%	0%	0%
	Conteo de grupos	6%	93%	0%	1%
	Operaciones	6%	94%	0%	1%
	Overall Measure	64%	36%	0%	0%
Sonidos de letras		*	*	*	*
Recontar y comprension		44%	56%	0%	0%
Libros y material impreso		94%	6%	0%	0%
Motivación para leer		100%	0%	0%	0%

* Measure has no benchmarks.

FULL ACCT	ACCT DESCRIPTION	NY_REMAIN_BUD	NY_ORIGINAL_BUD	NY_REVISED_BUD	NY_MEMO_BAL	NY_ENCUMB	NY_REQ
199-11-6395-00-115-32-	PAPER & DUPLICATING	4,000.00	4,000.00	4,000.00	0.00	0.00	0.00
199-11-6396-79-115-32-	ECISDC MATH PRNTG/MTLS	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-11-6396-81-115-32-	ECISDC SCIENCE PRINTING	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-11-6396-89-115-34-	TEACHING MATERIALS	8,442.00	8,442.00	8,442.00	0.00	0.00	0.00
199-11-6397-97-115-32-	FURNITURE/EQPT >$500<$5000	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00
199-11-6398-00-115-32-	FURNITURE/EQPT <$500 UNIT	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
199-11-6399-00-115-32-	TCHG RELATED ITEMS	11,162.56	13,000.00	13,000.00	69.49	1,767.95	0.00
199-11-6399-02-115-32-	GENERAL SUPPLIES	6,750.23	6,866.00	6,866.00	0.00	115.77	0.00
199-11-6399-85-115-32-	ECISDC ELA SUPPLIES	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-12-6329-00-115-32-	LIBRARY BOOKS/MAG/PERIODICA	1,458.00	1,458.00	1,458.00	0.00	0.00	0.00
199-12-6497-38-115-32-	DESTINY SOFTWARE	763.00	763.00	763.00	0.00	0.00	0.00
199-13-6411-00-115-32-	STAFF DEV-TRAVEL	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
199-13-6497-00-115-32-	FEES, ONLINE ACCESS FEES	2,000.00	2,000.00	2,000.00	0.00	0.00	0.00
199-23-6399-00-115-32-	OFFICE SUPPLIES	4,565.66	6,000.00	6,000.00	16.00	1,318.36	99.98
199-23-6411-00-115-32-	STAFF TRAVEL	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00
199-23-6497-00-115-32-	FEES, ONLINE ACCESS FEES	2,000.00	2,000.00	2,000.00	0.00	0.00	0.00
211-11-6396-00-115-34-21120	TEACHING MATERIALS	7.00	7.00	7.00	0.00	0.00	0.00
211-11-6396-00-115-34-21121	TEACHING MATERIALS	61,713.00	0.00	61,713.00	0.00	0.00	0.00
211-13-6397-00-115-34-21120	FURNITURE/EQPT >$500<$5000	1,137.00	0.00	1,137.00	0.00	0.00	0.00
211-13-6399-00-115-34-21120	GENERAL SUPPLIES	50.00	0.00	50.00	0.00	0.00	0.00
211-61-6396-00-115-34-21121	TEACHING MATERIALS	2,799.00	0.00	2,799.00	0.00	0.00	0.00
211-61-6399-00-115-30-21121	GENERAL SUPPLIES	1,000.00	1,000.00	1,000.00	0.00	0.00	0.00
211-61-6399-00-115-34-21120	GENERAL SUPPLIES	2.00	2.00	2.00	0.00	0.00	0.00