Ector County Independent School District

Lamar Early Education Center

2019-2020 Campus Improvement Plan

Accountability Rating: A

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 2018-2019 are African American - 1.5%, Hispanic - 81%, White - 15%, American Indian - 0%, Asian - 0.5% Pacific Islander 0%, Two or more races - 1.3%. Economically Disadvantaged - 96.8%, Bilingual - 26.4%, Special Education - 7.9%

Attendance for 2018-2019: 90.9%

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 PreK 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 developmental for our four year old students and training for their parents. In the classroom, our students need manipulatives to help develop many basic skills and this is done through small groups and learning centers. The learning centers need age appropriate materials to engage our students and create a desire to learn. It is also necessary for our staff to involve the parents and to create a school family. Parents want to learn how to help their students and that is our responsibility to build good parent involvement activities.

Note: Fall 2018 PEIMS overview is included in the addendums.

Demographics Strengths

The following Demographic strengths help our school to be successful.

Parents taking the initiative to enroll their children in Pre K. Children are eager to learn and want to be in school. EL's enrolled in a strong bilingual program are At Risk and the Pre K curriculum gives them a good foundation for their education. We have four 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 Prek. Most do this because they know Prek 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: Attendance has shifted downward in small increments over the past few years. **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 2018-2019 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 Pre K standards.

Circle scores for 2017-2018 and 2018-2019 for English and Spanish are in the addendums.

Student Achievement Strengths

EOY Results

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: Research indicates that economically disadvantaged students have fewer words in their vocabulary by the age of 4. **Root Cause**:

Students do not have educational opportunities or models for appropriate language development

Problem Statement 2: Data indicates that only 71% of students were on track in the overall measure of phonological awareness at the end of the 2018-2019 school year. **Root Cause**: More direct intentional teaching in the area of phonological awareness. Additional time and resources to address phonological awareness.

School Culture and Climate

School Culture and Climate Summary

We consider school climate and culture to be of great importance at the Pre K 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-Safety, Problem-Solving and Connections.

Our students learn from the first day of school 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 to work together, learn to work and learn self regulation.

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.

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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Conscious Discipline is not being implemented and used to the degree necessary in all classrooms. **Root Cause**: All teachers have not had the same amount of training and do not have the skills and strategies necessary to effectively implement and utilize the program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lamar is comprised of 11 General Education classrooms, 4 Bilingual Education classrooms, and 4 Special Education classrooms. We have 6 Special education instructional aides, 11 General Education instructional aides and 4 Bilingual instructional aides.

We do have long-term subs on campus and they are highly qualified. Lamar administrators and Lead teachers attend district led job fairs for teacher recruitment. The district works to recruit highly qualified teachers.

New teachers, newer teachers and Long-term subs participate in the Lamar New Teacher Academy.

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

Lamar experienced a high turnover rate among the instructional assistants. Of those who left during the school year, most stated they could not make a living on their pay or they could not afford childcare.

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 professional development and opportunities for teachers to attend training specific to early education, Handwriting Without Tears, Frog Street Press, and/or special education strategies.

All staff will receive Conscious Discipline training July 31-August 1, as well as Conscious Discipline coaching by a Conscious Discipline Coach and the Lamar Conscious Discipline Action Team. Staff will also receive literacy training through Frog Street Press. All teachers participate in weekly PLC's and instructional assistants will have the opportunity to participate in monthly Paraprofessional PLC's

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 Pre K standards. Our goal is to address the PreK 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 PreK 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 PreK 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. FSP curriculum and Conscious Discipline keeps everyone working within the same framework while allowing for differentiation to meet all students' needs and learning styles.

CLI 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.

All teachers and assistants will receive Frog Street Press Literacy Training, Conscious Discipline training and Behavior Management training from a professional trainer in August 2019. In addition, teachers will also receive Conscious Discipline coaching in the 2019-2020 school year, provided by a certified Conscious Discipline instructor

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 PreK **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 implement a 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 CIT 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 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

Prek 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 with two half day programs. Morning and afternoon students are 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.

School Context and Organization Strengths

Our organizational strengths are: Strong teachers and instructional aides who truly care, a strong PreK curriculum that addresses all of the Pre K 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: The daily schedule does not show a balance between small group, large group, individual choice activities. Children should spend 45 minutes per day in activities that promote fine and gross motor development including time for outdoor play. **Root Cause**: Training is needed for new teachers and all staff to integrate all developmental domains to support and facilitate children's learning.

Technology

Technology Summary

Even at the age of four, our students enjoy technology and are often more engaged with activities that have technology woven throughout. We have a SmartBoard in every classroom, one teacher computer, and four student computers and 2-3 iPads in each classroom.

We also have Google Expeditions in the library available for teacher check-out. Housed in the library for students use is ipad cart, Osmos, Tiggly, Dash and Dot robots and Spheros.

Technology Strengths

The strengths are the use of the SmartBoards during Circle time and the use of student computers at the computer centers. We use Starfall, ABC Mouse, and Youtube to a great extend to support instruction.

Our staff is using social media more to communicate and to learn from others. We use Facebook and Twitter to communicate with our parents and staff. Lamar is an innovative campus where technology is appreciated and used effectively for the students and the staff.

The additional technology in the library has been well received and used by the staff.

Problem Statements Identifying Technology Needs

Problem Statement 1: We have staff who are not highly skilled in technology. **Root Cause**: More training is needed for all staff members.

Priority Problem Statements

Problem Statement 6: Conscious Discipline is not being implemented and used to the degree necessary in all classrooms.

Root Cause 6: All teachers have not had the same amount of training and do not have the skills and strategies necessary to effectively implement and utilize the program.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Data indicates that only 71% of students were on track in the overall measure of phonological awareness at the end of the 2018-2019 school year.

Root Cause 7: More direct intentional teaching in the area of phonological awareness. Additional time and resources to address phonological awareness.

Problem Statement 7 Areas: Student Achievement

Problem Statement 9: Research indicates that economically disadvantaged students have fewer words in their vocabulary by the age of 4.

Root Cause 9: Students do not have educational opportunities or models for appropriate language development

Problem Statement 9 Areas: Student Achievement

Problem Statement 14: The daily schedule does not show a balance between small group, large group, individual choice activities. Children should spend 45 minutes per day in activities that promote fine and gross motor development including time for outdoor play.

Root Cause 14: Training is needed for new teachers and all staff to integrate all developmental domains to support and facilitate children's learning.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: We have staff who are not highly skilled in technology.

Root Cause 15: More training is needed for all staff members.

Problem Statement 15 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas approved Prekindergarten and Kindergarten assessment data

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Lamar EEC will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Overall student achievement in Phonological awareness will increase from 72% to 75% by May 2020.

Evaluation Data Source(s) 1: CLI EOY

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1. TSR/Circle strategies through CLI Engage will be used in conjunction with Frog Street Press to build strong phonological awareness foundation.	2.4, 2.5, 2.6	Administrators	Students will show steady improvement throughout the school year and reach individually appropriate goals				
2) Phonological Awareness activities will be done daily through the use of Frog Street Press Morning Message activity.	2.4, 2.5, 2.6	Administrators	Students will show improvement in the area of phonological awareness.				
3) Teachers will meet in weekly PLC groups to discuss student progress and share effective phonological awareness teaching strategies.	2.4, 2.5, 2.6	Administrators	PLC agendas will reflect collaboration among teachers about student progress and sharing of effective phonological awareness strategies.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
4) Academic Parent Teacher Team meetings will be held once in the fall and once in the spring to share student data with parents and model phonological awareness and literacy strategies.	2.4, 2.6, 3.1, 3.2	Administrators Teachers	Data and phonological awareness strategies shared with parents will help parents feel empowered to work with students at home using phonological awareness strategies				
	Problem Statements: Student Achievement 1, 2 **Funding Sources**: Title One School-wide - 1000.00						
5) All teaching staff (teachers and assistants) received Phonological Awareness training in August of 2019.	2.4, 2.5, 2.6	Administrators	Teachers and assistants will gain effective and engaging phonological awareness teaching strategies				
	Problem Statements: Student Achievement 2 **Funding Sources**: Title One School-wide - 0.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Research indicates that economically disadvantaged students have fewer words in their vocabulary by the age of 4. **Root Cause 1**: Students do not have educational opportunities or models for appropriate language development
Problem Statement 2: Data indicates that only 71% of students were on track in the overall measure of phonological awareness at the end of the 2018-2019 school year. **Root Cause 2**: More direct intentional teaching in the area of phonological awareness. Additional time and resources to address phonological awareness.

Goal 1: Lamar EEC will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: 100% of Lamar General education and Bilingual education teachers will analyze CLI data to drive instruction.

Evaluation Data Source(s) 2: PLC's and PLC's agenda

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will test students using CLI assessment BOY and EOY.	2.4, 2.5, 2.6	Administrators	BOY and EOY				
2) Teachers will collaborate in PLC's using data protocols from CIRCLE (CLI) to design small group instruction and individual interventions .	2.4, 2.5, 2.6	Administrators Teachers	Small group and individual interventions will be planned by using CLI data				

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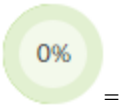
Goal 1: Lamar EEC will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Lamar EEC student attendance rate will increase from 90% to 95% by May 2020.

Evaluation Data Source(s) 3: District attendance reports
Teacher Communication Logs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will call students when they are absent to Wish Them Well and let them know they were missed.	2.4, 2.5, 2.6	Administrators	Students will know they are missed when they are not in school				
2) Teachers will document attendance calls to parents on Teacher call log.	2.4, 2.5, 2.6	Administrators	Parents will receive a call from the teacher when the student is absent				

= Accomplished = Continue/Modify 

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Goal 1: Lamar EEC will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Overall student achievement in math will increase from 75% to 80% by May 2020.

Evaluation Data Source(s) 4: CLI End of Year Math Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Students will be engaged in developmentally appropriate math learning centers daily.	2.4, 2.5, 2.6	Administrators	Students will show improvement in math skills				
2) Math small groups will be created based on CLI beginning of the year assessment data	2.4, 2.5	Administrators	Students will increase math scores from beginning of the year to the end of the year				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Lamar EEC will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Vocabulary Development will increase from 69% to 74% by May 2020

Evaluation Data Source(s) 5: Circle End of Year data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will use letter walls in classroom to strengthen vocabulary development	2.4	Administrators	Students will be exposed to a large number of vocabulary words				
	Problem Statements: Student Achievement 1						
2) Classroom materials will be labeled with picture and word to build students' vocabulary skills	2.4	Administrators	Students will be able to make connection between picture, word and item				
3) Teachers will use CLI vocabulary development best practices activities to support small group vocabulary instruction	2.4	Administrators	Vocabulary instruction will be engaging and effective				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Research indicates that economically disadvantaged students have fewer words in their vocabulary by the age of 4. **Root Cause 1**: Students do not have educational opportunities or models for appropriate language development

Goal 2: Lamar EEC will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, the Lamar EEC teacher turnover rate will decrease from 18% to 16%.

Evaluation Data Source(s) 1: TAPR
System Data
Exit Survey Data

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Mentor teachers and administrators will meet monthly with new teachers to provide direction and support where needed.	2.4, 2.5, 2.6	Administrators Mentor Teachers	New teachers will be supported and continue to be employed in ECISD				
2) Lamar will continue to encourage long-term substitutes to seek teacher certification.	2.4, 2.5, 2.6	Administrators	Lamar will retain a pool of qualified teacher candidates				
3) Continue to create a "grow our own pool" of candidates by collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes.	2.4, 2.5, 2.6	Administrators	Lamar will have a pool of candidates that have early childhood experience				
4) Continue to "grow our own" through our partnership with UTPB practicum students who are seeking teacher certification in early childhood education.	2.4, 2.5, 2.6	Administrators	Lamar will have a pool of candidates that have early childhood experience				
5) Retain highly qualified staff using Conscious Discipline strategies to create a "School Family" among our staff (based on connection, safety and problem-solving).	2.4, 2.5, 2.6	Administrators Conscious Discipline Action Team	Staff will feel connected and safe at school and feel empowered to solve problems				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Lamar EEC will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: Lamar EEC will reduce paraprofessional vacancies from an average of 6 in the 2018-19 school year to less than 2 by the start of the 2020-21 school year.

Evaluation Data Source(s) 2: Entry Survey Data
Exit Survey Data
TAPR Report - Retention

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Paraprofessionals will meet in a PLC group to increase their knowledge of Conscious Discipline, Frog Street Press, and CLI in order to be more effective in the classroom.	2.4, 2.5, 2.6	Administrators Classroom Teachers	Paraprofessionals will feel empowered to do help lead instruction in the classroom as appropriate and feel like a valued member of the Lamar team				
2) Lamar will continue to recruit paraprofessionals through our partnership with early childhood practicum students from the two high schools.	2.4, 2.5, 2.6	Administrators	Lamar will have a pool of paraprofessionals that have early childhood experience				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Lamar EEC will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Improve customer service and community perceptions of Lamar EEC as measured by a campus created Service and Parent Feedback Survey by 2020

Evaluation Data Source(s) 1: End of Year Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Develop a survey for parents to rate Lamar's customer service practices.	3.2	Parent Engagement Committee Administrators	Survey will provide useful information to guide our customer service practices				
2) All visitors will be greeted professionally when ringing the door bell to enter the building. The office staff will immediately make contact with parents/visitors when they arrive at the front desk and address their need appropriately.	3.2	Administrators Secretary	Parents and visitors will feel welcomed and needs will be resolved quickly				
3) Front office staff will be coached on how to greet parents and visitors professionally and how to meet their needs quickly and appropriately.	3.2	Administrators	Office staff will feel empowered to meet the needs of families and visitors				
4) Administrators model welcoming, respectful interactions to families and visitors.	3.2	Administrators	All staff will see best practice customer service modeled by administrators				
5) Office staff attendance at Customer Satisfaction Training at Leadership University.	3.2	Administrators Sign-In sheets	Office staff will be empowered to deal successfully with parents and visitors				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Lamar EEC will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Provide parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Source(s) 2: Sign-in sheets from parent engagement events

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The principal will create a monthly Lamar Family Newsletter that will be sent home electronically, a link through teacher's Class Dojo, and a link posted on Facebook. It will list all upcoming events for the month. The newsletter is able to be translated into many languages with the click of a button.	3.1, 3.2	Principal	Parents will be aware of all school and classroom events				
2) Assistant Principal will create a monthly calendar that will be sent home at the beginning of each month in the student's FROG book. The calendar will list all monthly events as well as Frog Street Press monthly/weekly theme and letters of the week.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators	Parents will be aware of school events and what the students are learning each week.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Lamar EEC will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Lamar EEC will develop partnerships with community and health-based agencies and individuals related to our students needs, to improve the wellness of our students, faculty, staff, and their families.

Evaluation Data Source(s) 3: Student attendance data
District attendance data
Staff attendance data
Parent surveys

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Partnership with State Farm agents for staff luncheon for Parent Orientation Days		Administrators Administrative Assistant	Create a positive culture for all stakeholders				
2) Monthly birthday celebrations for all staff members		Lamar Social Committee	Staff will feel connected and a part of the school family				
3) Partnership with Central Baptist Church to provide monthly tokens of appreciation to all staff		Administrators	Staff will feel appreciated				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Lamar EEC will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Conscious Discipline will be implemented campus-wide to support the unique needs of students and their parents at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

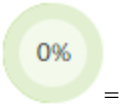
Evaluation Data Source(s) 1: Decrease number of bus referrals from 8 referrals to 4 referrals
Decrease in number of students brought to office for intervention from 27 students to 15 students

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Conscious Discipline will be used in all classrooms with fidelity.	2.4, 2.5, 2.6	Administrators Conscious Discipline Action Team	More awareness of Conscious Discipline being used effectively				
	Problem Statements: School Culture and Climate 1 **Funding Sources**: Title One School-wide - 7490.00						
2) Conscious Discipline training/coaching will continue throughout the year. Will continue to send teachers and administrators to Summer Institute.	2.4, 2.5, 2.6	Administrators Conscious Discipline Action Team	More awareness of Conscious Discipline being used effectively				
	Funding Sources: Title One School-wide - 10280.00						
3) Conscious Discipline Action Team will create school-wide routine books.	2.4, 2.5, 2.6	Conscious Discipline Team Administrators	School-wide systems will be in place resulting in a more efficiently run school.				
	Problem Statements: School Culture and Climate 1 **Funding Sources**: Title One School-wide - 0.00						
4) Teachers and assistants will implement strategies learned in Conscious Discipline training held from July 31-August 1.	2.4, 2.5, 2.6	Administrators	Teachers and assistants will be able to use Safe Place and Daily commitments effectively in the classroom				
	Problem Statements: School Culture and Climate 1 **Funding Sources**: Title One School-wide - 7490.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
5) Teachers and assistants will use Conscious Discipline as well as de-escalation strategies presented by Dr. Laura Riffel, Behavior Doctor, when student behavior is extreme and/or unsafe.	2.4, 2.5, 2.6	Administrators	Calming strategies will be implemented to assist in keeping students safe and calm.				
	Problem Statements: School Culture and Climate 1 **Funding Sources**: Title One School-wide - 2000.00						
6) Conscious Discipline strategies of connection and problem-solving will be used to address student mental health.	2.4, 2.5, 2.6	Administrators	Students' mental health needs will be met				

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Conscious Discipline is not being implemented and used to the degree necessary in all classrooms. **Root Cause 1**: All teachers have not had the same amount of training and do not have the skills and strategies necessary to effectively implement and utilize the program.

Goal 4: Lamar EEC will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Lamar EEC will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Required child abuse awareness posters for students will be displayed on all campuses.	2.6	Administrators	Awareness training will increase the ability of staff to report signs of abuse. 100% of staff will receive training. Child abuse awareness posters will be displayed in school				
2) Awareness training for staff will be provided in the areas of identifying sexual abuse and other maltreatment of children.	2.6	Administrators	Lamar staff will be in compliance with all required training which will lead to a well informed community.				
3) All staff will receive Standard Response Protocol Training.	2.5, 2.6	Administrators	All staff will be in compliance with required SRP training and feel empowered to handle emergency situations				
4) Standard Response Protocol posters will be displayed around the campus and in classrooms and parents will be given Standard Response Protocol information pages.	2.6	Administrators Teachers Secretary Building Clerk	All staff and visitors will be able to see emergency posters and know what to do in an emergency situation				

= Accomplished = Continue/Modify = No Progress = Discontinue

Goal 5: Lamar EEC will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Lamar will utilize financial resources in a responsible and data-driven manner to support student learning

Evaluation Data Source(s) 1: Long-range financial plan

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Lamar will follow District policy with regard to fiscal allocations and documentation.	2.4, 2.5, 2.6	Administrators Secretary	Lamar's fiscal actions and decisions will enhance student learning at all levels.				
2) Data will be utilized to determine the best course for spending when budgeting funds each year.	2.4, 2.5, 2.6	Administrators and secretary	All funds will be used to support student learning				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: Lamar EEC will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees

Evaluation Data Source(s) 2: Attainment of individual T-TESS and T-PESS Goals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All professional development aligns with district and campus goals and priorities, and have an implementation plan beyond initial training.	2.4, 2.5, 2.6	Administrators Campus Improvement Team	Professional development will be implemented in a systematic manner.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Lamar EEC will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Include Lamar Campus Improvement Team on writing the CIP by August 2019.	2.4, 2.5, 2.6	Principal Campus Improvement Team	Lamar will have a complete and aligned Campus Improvement Plan by August 2019				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Lamar EEC will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Teachers will use developmentally appropriate technology to enhance lessons at least 2 times per week.

Evaluation Data Source(s) 2: Lesson Plans
Pictures shared on group me and social media

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Professional learning about developmentally appropriate technology practices will be offered by Technology Specialist one time monthly during PLC.	2.4, 2.5, 2.6	Administrators Technology Specialist	Teachers will gain technology strategies to enhance technology use in the classroom				

= Accomplished = Continue/Modify

= No Progress = Discontinue

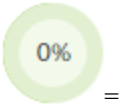
Goal 6: Lamar EEC will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Lamar EEC will provide opportunities for all parents to obtain access to the parent portal by May 2020

Evaluation Data Source(s) 3: txConnect administrator reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Parents will be provided ongoing information concerning the use of Parent Portal throughout the year.	3.1, 3.2	Administrators Building Clerk Secretary	Decreased Parent request for students ID numbers in summer 2020.				
2) Early Spring- Parents will be offered a training session where Portal ID and other relevant information is provided and parents are offered the use of school computers to set up parent portal account.	3.1, 3.2	Administrators Building Clerk	Decreased number of parent requests for student ID numbers in summer of 2020				

= Accomplished = Continue/Modify 

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2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	MaryJane Hutchins	Principal
Administrator	Andrea Messick	Assistant Principal
Classroom Teacher	Kristy Marquez	Teacher
Classroom Teacher	Jessica Hantz	Teacher
Classroom Teacher	Michelle Carroll	Teacher
Classroom Teacher	Jennifer Merriman	Teacher
Classroom Teacher	Dusty Rice	Teacher
Classroom Teacher	Rachel Orona	Teacher
Classroom Teacher	Elsa Chacon	Teacher
Paraprofessional	Mary Guerrero	Paraprofessional
Parent	Faith Acosta	Parent

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Make and Take Parent Engagement Activities for parents at APTT meetings		$1,000.00
1	1	5	Phonological Awareness Professional Development		$0.00
4	1	1	Staff Professional Development		$7,490.00
4	1	2	Conscious Discipline Coaching and Training		$10,280.00
4	1	3	Staff Professional Development and Coaching		$0.00
4	1	4	2 Day Conscious Discipline Training		$7,490.00
4	1	5	Staff Professional Development provided by Dr. Laura Riffel		$2,000.00
				Sub-Total	$28,260.00
				Grand Total	$28,260.00

Addendums

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

LAMAR EEC

	2015-2016	2016-2017	2017-2018	2018-2019	DIFFERENCE
STUDENT DATA					
Total Enrollment	513	599	652	594	-58
Total Membership	496	590	636	577	-59
Early Education	23	14	27	26	-1
Pre-Kindergarten	490	585	623	567	-56
Kindergarten	0	0	2	1	-1
Ethnic Distribution					
White	65	90	77	91	14
Hispanic / Latino	433	494	553	482	-71
Black or African American	11	10	8	9	1
Asian	2	2	1	3	2
American Indian or Alaska Native	1	0	2	1	-1
Native Hawaiian/ Pacific Islander	0	0	0	0	0
Two or More	1	3	11	8	-3
Special Populations					
At Risk	153	169	194	176	-18
Economic Disadvantaged	492	578	607	575	-32
Lep	136	147	172	159	-13
Special Education	47	45	51	47	-4
Career & Technology Ed	0	0	0	0	0
Bilingual Education	134	144	167	157	-10
ESL Education	2	1	2	1	-1
Gifted & Talented Education	0	0	0	0	0
Title I	513	598	652	594	-58
Immigrant	0	22	0	0	0
Migrant	0	0	0	1	1
Military Connected	0	0	0	0	0
Foster Care	0	0	1	0	-1
Homeless		24	27	21	-6
Dyslexia		0	0	0	0

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
LAMAR EEC

	2015-2016	2016-2017	2017-2018	2018-2019	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	49	55	70	67	-3
Full-time Staff	49	55	70	67	-3
Role ID Counts					0
Instructional	38	44	45	42	-3
Teachers	17	20	22	22	0
Aides	21	24	23	20	-3
Professional Support	9	9	9	8	-1
Classroom Staff	8	9	8	8	0
Non-Classroom Staff	1	0	1	0	-1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	41.4	46.6	46.6	43.3	-3.3
Teachers	16.1	18.6	18.3	19.4	1.1
Professional Support	2.4	2.2	3.5	3.1	-0.4
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	20.9	23.8	22.7	18.8	-3.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	41.4	46.6	46.6	43.3	-3.3
White	20.2	19.6	18.0	16.8	-1.2
Hispanic	21.2	25.9	26.0	24.2	-1.8
Black	0.0	0.0	0.3	0.0	-0.3
Other	0.0	1.1	2.3	2.3	0.0
White Male	0.1	0.0	0.1	0.1	0.0
White Female	20.1	19.6	17.9	16.7	-1.2
Hispanic Male	0.0	0.0	0.0	0.0	0.0
Hispanic Female	21.2	25.9	26.0	24.2	-1.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	0.0	0.0	0.3	0.0	-0.3
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	0.0	1.1	2.3	2.3	0.0
Teachers by Highest Degree Held					
No Degree	1.0	2.0	0.0	1.0	1.0
Bachelors	13.0	13.0	14.0	15.3	1.3
Masters	2.1	3.6	4.3	3.1	-1.2
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	1.0	5.9	1.0	3.0	2.0
1-5 Years Experience	4.0	2.9	7.0	5.1	-1.9
6-10 Years Experience	6.0	5.2	4.0	4.0	0.0
11-20 Years Experience	3.0	1.0	1.3	3.2	1.9
Over 20 Years Experience	2.1	3.6	5.1	4.1	-1.0
Teachers by Population Served					
Regular Education	0.0	0.0	0.0	0.0	0.0
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	4.0	4.0	0.0	4.0	4.0
Compensatory Education	9.0	9.7	17.9	11.0	-6.9
Gifted & Talented Education	0.0	0.0	0.0	0.0	0.0
Special Education	3.1	4.8	0.4	4.4	4.0
Other	0.0	0.0	0.0	0.0	0.0

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
LAMAR EEC

	2015-2016	2016-2017	2017-2018	2018-2019	DIFFERENCE
Average Actual Salaries					
Teachers	$47,816.00	$48,186.00	$49,730.00	$51,415.00	$1,685.00
Professional Support	$51,780.00	$65,839.00	$60,513.00	$61,168.00	$655.00
Campus Administration	$74,893.00	$74,893.00	$74,893.00	$71,578.00	-$3,315.00
Average Teachers Salaries by					
Years of Experience					
Beginning Teachers	$15,600.00	$42,558.00	$42,839.00	$42,263.00	-$576.00
1-5 Years Experience	$45,500.00	$45,400.00	$46,071.00	$49,109.00	$3,038.00
6-10 Years Experience	$48,750.00	$49,001.00	$48,625.00	$51,000.00	$2,375.00
11-20 Years Experience	$53,333.00	$54,500.00	$50,559.00	$53,511.00	$2,952.00
Over 20 Years Experience	$56,078.00	$56,141.00	$56,108.00	$59,861.00	$3,753.00
Average Experience of Teachers	10.2	8.5	10.0	10.3	0.3
Average Experience of Teachers					
with District	9.6	7.6	8.9	8.4	-0.5
Student/Teacher Ratio	31.9	32.3	35.6	30.6	-5.0

CIRCLE Progress Monitoring PreK
School Benchmark Report

CLI engage

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2017-2018
Wave 1

Assessment Language: English
Class: ALL
Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		17%	83%	0%	0%
Rapid Vocabulary 1		47%	53%	0%	0%
Phonological Awareness	Syllabication	6%	94%	0%	0%
	Onset-Rime	17%	83%	0%	0%
	Alliteration	3%	97%	0%	0%
	Rhyming I	6%	94%	0%	0%
	Overall Measure	37%	63%	0%	0%
Math	Rote Counting	13%	87%	0%	0%
	Shape Naming	48%	52%	0%	0%
	Number Discrimination	52%	48%	0%	0%
	Number Naming	29%	71%	0%	0%
	Shape Discrimination	51%	49%	0%	0%
	Counting Sets	26%	74%	0%	0%
	Operations	15%	85%	0%	0%
	Overall Measure	76%	24%	0%	0%
Letter-Sound Correspondence		0%	0%	0%	0%
Story Retell and Comprehension		61%	39%	0%	0%
Book and Print Knowledge		76%	24%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	0%	0%	0%	0%
	Classroom Community and Safety	0%	0%	0%	0%
	Emotion and Behavior Regulation	0%	0%	0%	0%
	Self-Care	0%	0%	0%	0%
	Approaches to Learning	0%	0%	0%	0%
	Overall Measure	95%	5%	0%	0%
Early Writing Skills		0%	0%	0%	0%
Speech Production and Sentence Skills		0%	0%	0%	0%
Motivation to Read - En		0%	0%	0%	0%

* Measure has no benchmarks.

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CIRCLE Progress Monitoring PreK
School Benchmark Report

CLI engage

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2017-2018
Wave 3

Assessment Language: English
Class: ALL
Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		57%	43%	0%	0%
Rapid Vocabulary 3		52%	48%	0%	0%
Phonological Awareness	Syllabication	51%	49%	0%	0%
	Onset-Rime	63%	37%	0%	0%
	Alliteration	47%	53%	0%	0%
	Rhyming I	50%	50%	0%	0%
	Overall Measure	74%	26%	0%	0%
Math	Rote Counting	73%	27%	0%	0%
	Shape Naming	84%	16%	0%	0%
	Number Discrimination	88%	12%	0%	0%
	Number Naming	70%	30%	0%	0%
	Shape Discrimination	89%	11%	0%	0%
	Counting Sets	83%	17%	0%	0%
	Operations	53%	47%	0%	0%
	Overall Measure	85%	15%	0%	0%
Letter-Sound Correspondence		0%	0%	0%	0%

* Measure has no benchmarks.

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CIRCLE Progress Monitoring PreK
School Benchmark Report

cli engage

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2017-2018
Wave 3

Assessment Language: Spanish
Class: ALL
Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		78%	22%	0%	0%
Vocabulario rápido 3		53%	47%	0%	0%
Conciencia fonológica	División silábica	59%	41%	0%	0%
	Aliteración	71%	29%	0%	0%
	Rimas I	88%	12%	0%	0%
	Overall Measure	81%	19%	0%	0%
Matemáticas	Conteo de memoria	62%	38%	0%	0%
	Nombre de las figuras	80%	20%	0%	0%
	Reconocimiento de números	93%	7%	0%	0%
	Nombre de los números	82%	18%	0%	0%
	Reconocimiento de figuras	81%	19%	0%	0%
	Conteo de grupos	79%	21%	0%	0%
	Operaciones	52%	48%	0%	0%
	Overall Measure	85%	15%	0%	0%
Sonidos de letras		0%	0%	0%	0%

* Measure has no benchmarks.

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CIRCLE Progress Monitoring PreK
School Benchmark Report

CLI engage

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2017-2018
Wave 1

Assessment Language: Spanish
Class: ALL
Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		7%	93%	0%	0%
Vocabulario rápido 1		18%	82%	0%	0%
Conciencia fonológica	División silábica	2%	98%	0%	0%
	Aliteración	4%	96%	0%	0%
	Rimas I	23%	77%	0%	0%
	Overall Measure	36%	64%	0%	0%
Matemáticas	Conteo de memoria	3%	97%	0%	0%
	Nombre de las figuras	10%	90%	0%	0%
	Reconocimiento de números	56%	44%	0%	0%
	Nombre de los números	13%	87%	0%	0%
	Reconocimiento de figuras	29%	71%	0%	0%
	Conteo de grupos	13%	87%	0%	0%
	Operaciones	3%	97%	0%	0%
	Overall Measure	72%	28%	0%	0%
Sonidos de letras		0%	0%	0%	0%

* Measure has no benchmarks.

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CIRCLE ress Monitoring PreK
Sch enchmark Report

CLI eng

Assessment Langu

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2018-2019
Wave 1

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		21%	79%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	48%	52%	0%	0%
	Overall Measure	48%	52%	0%	0%
Phonological Awareness	Syllabication	7%	93%	0%	0%
	Onset-Rime	12%	88%	0%	0%
	Alliteration	6%	94%	0%	0%
	Rhyming I	10%	90%	0%	0%
	Overall Measure	51%	49%	0%	0%
Math	Rote Counting	10%	90%	0%	0%
	Shape Naming	40%	60%	0%	0%
	Number Discrimination	51%	49%	0%	0%
	Number Naming	25%	75%	0%	0%
	Shape Discrimination	44%	56%	0%	0%
	Counting Sets	23%	77%	0%	0%
	Operations	12%	88%	0%	0%
	Overall Measure	68%	32%	0%	0%

* Measure has no benchmarks.

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Scho.. Benchmark Report

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Assessment Langu
English

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2018-2019
Wave 3

Use this for Domain 1

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		60%	40%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	69%	31%	0%	0%
	Overall Measure	69%	31%	0%	0%
Phonological Awareness	Syllabication	46%	54%	0%	0%
	Onset-Rime	53%	47%	0%	0%
	Alliteration	29%	71%	0%	0%
	Rhyming I	40%	60%	0%	0%
	Overall Measure	71%	29%	0%	0%
Math	Rote Counting	62%	38%	0%	0%
	Shape Naming	71%	29%	0%	0%
	Number Discrimination	81%	19%	0%	0%
	Number Naming	63%	37%	0%	0%
	Shape Discrimination	81%	19%	0%	0%
	Counting Sets	71%	29%	0%	0%
	Operations	40%	60%	0%	0%
	Overall Measure	75%	25%	0%	0%
Early Writing Skills		*	*	*	*
Speech Production and Sentence Skills		*	*	*	*
Motivation to Read - En		*	*	*	*

* Measure has no benchmarks.

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Reported on May 13 2019 at 01:33 PM

CIRCLE [illegible]ress Monitoring PreK
Sch[illegible]enchmark Report

CLI engAssessment Langua

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2018-2019
Wave 1

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		18%	82%	0%	1%
Vocabulario rápido	Vocabulario rápido 1	51%	49%	0%	0%
	Overall Measure	51%	49%	0%	1%
Conciencia fonológica	División silábica	4%	95%	0%	1%
	Aliteración	3%	97%	0%	1%
	Rimas I	26%	74%	0%	1%
	Overall Measure	39%	61%	0%	0%
Matemáticas	Conteo de memoria	3%	97%	0%	1%
	Nombre de las figuras	13%	86%	0%	1%
	Reconocimiento de números	48%	51%	0%	1%
	Nombre de los números	16%	84%	0%	1%
	Reconocimiento de figuras	43%	56%	0%	1%
	Conteo de grupos	20%	80%	0%	1%
	Operaciones	3%	97%	0%	1%
	Overall Measure	76%	24%	0%	0%

* Measure has no benchmarks.

Reported on May 16 2019 at 03:05 PM

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Assessment Langua

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2018-2019
Wave 3

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		84%	15%	0%	1%
Vocabulario rápido	Vocabulario rápido 3	53%	46%	0%	1%
	Overall Measure	53%	46%	0%	1%
Conciencia fonológica	División silábica	70%	30%	0%	0%
	Aliteración	51%	49%	0%	1%
	Rimas I	87%	13%	0%	0%
	Overall Measure	73%	27%	0%	0%
Matemáticas	Conteo de memoria	63%	36%	0%	1%
	Nombre de las figuras	83%	16%	0%	1%
	Reconocimiento de números	88%	12%	0%	0%
	Nombre de los números	81%	19%	0%	1%
	Reconocimiento de figuras	87%	12%	0%	1%
	Conteo de grupos	85%	14%	0%	1%
	Operaciones	49%	51%	0%	1%
	Overall Measure	87%	13%	0%	1%

* Measure has no benchmarks.

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