Ector County Independent School District

Lamar Early Education Center

2021-2022 Campus Improvement Plan

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 2020-2021 are as follows:

African American - 3.6%

Hispanic - 85.8%

White - 8.9%

American Indian - 0%

Asian - 0%

Pacific Islander 0%

Two or more races - 1.8%.

Economically Disadvantaged - 92.9%

Bilingual - 30.8%

Special Education - 18.9%

At-Risk 82.8%

Attendance for 2020-2021 was 93% up from 91.9% in 2019-2020. Lamar's attendance still lags behind the state average of 95.4 % and the ECISD rate of 93.5.

Enrollment for the 2020-2021 school year was 169 students. Full-Day Prek was implemented in the 2020-2021 school year and we will be adding PK3 to the school for 2021-2022.

Lamar Staff: Due to low enrollment and Covid, Lamar excessed 9 teachers and 6 Teaching Assistants in October of 2020. We will be adding 2 monolingual PK3 teachers, one Bilingual PK3 teacher, one employee PK3 teacher, 2 specialized special education teachers and one PK4 monolingual

teacher for the 2021-2022 school year.

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.

In the classroom, our students need manipulatives to help develop many basic skills and this is done though 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 typically want to learn how to help their children and it is our responsibility to build good parent engagement activities.

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 strong bilingual teachers who work closely with the parents of our bilingual children.

We have a teaching assistant in every classroom and the teaching assistants receive the same professional development as the teachers. Several of the assistants are currently going to school to obtain a degree to become a teacher.

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): Student attendance continues to lag behind the district average. **Root Cause:** Lack of serious consideration of and often times commitment to the value and need of a PK education by families.

Student Learning

Student Learning Summary

We saw huge growth in our students during the 2020-2021 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. We have also now introduced Imagine Literacy and Imagine Math which supports student learning.

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

Lamar Summary 2020-2021 Combined CLI Data

Category	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	BOY-MOY GROWTH	EOY on Track	EOY Needs Support	MOY-EOY GROWTH	BOY-EOY GROWTH
Rapid Letter Naming	26%	72%	54%	46%	+28%	81%	19%	+27%	+55%
Rapid Vocabulary-Overall	50%	49%	42%	58%	-8%	76%	24%	+34%	+26%
Phonological Awareness-Overall	19%	80%	59%	44%	+40%	83%	17%	+24%	+64%
Math-Overall	70%	28%	77%	23%	+7%	90%	10%	+13%	+20%
Story Retell and Comprehension Checklist	37%	63%	76%	24%	+39%	92%	8%	+16%	+55%
Letter-Sound Correspondence	NA	NA	71%	29%	NA	83%	17%	+12%	+12%
Book Print and Knowledge Checklist	79%	21%	88%	22%	+9%	79%	21%	-9%	0%
Early Writing Checklist	91%	9%	83%	17%	-8%	85%	15%	+2%	-6%
Social Emotional-Overall	NA	NA	81%	19%	NA	87%	13%	+6%	+6%

Student Learning Strengths

CLI Data for 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

Due to the COVID shutdown, we do not have growth data for 2020.

CLI Data for 2021

English

Rapid Letter Naming: 75% of students on track, Rapid Vocabulary: 67% of students on track, Overall Measure of Phonological Awareness 71% of students on track

Math: 84% of students on track

Spanish

Rapid Letter Naming: 86% of students on track, Rapid Vocabulary: 84% of students on track, Overall Measure of Phonological Awareness 94% students on track

Math 96% of students on track

The Lamar EEC staff work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons are hands-on and include Large Group, Small Groups, One-on-One and Independent Practice. The beauty of working with the young child is that they are learning from the entire environment all of 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 the Lamar campus.

Problem Statements Identifying Student Learning 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.

Problem Statement 2 (Prioritized): CLI data indicates that only 71% of students are on track in the overall measure of Phonological Awareness at the end of the 2020-2021 school year. **Root Cause:** More direct intentional teaching in the area of phonological awareness is needed.

School Processes & Programs

School Processes & Programs Summary

Curriculum: Lamar Early Education Center follows the Texas Prekindergarten Guidelines as well as the Frog Street Press Curriculum. We will be using the new Frog Street Press Curriculum that was recently adopted by the district. The PK3 program will be using the Frog Street PK3 curriculum. Lamar also uses the Handwriting Without Tears program, CLI Engage, Imagine Math, Imagine Language and Literacy, Imagine Espanol, and Estrellita.

Lamar also implements the trauma-informed social emotional learning program, Conscious Discipline. This program, created by psychologist, Dr. Becky Bailey, is implemented at the adult (staff) level first and then with the students. The Conscious Discipline Seven Powers create a shift in the way adults see conflict so they are able to maintain composure and consciously respond to difficult situations. The School Family component of Conscious Discipline increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals, and structures. The Seven Skills of Discipline transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.

Personnel:

For the 2021-2022 school year, Lamar will have 5 monolingual PK4 teachers and 3 bilingual PK4 teachers. All PK4 teachers are highly-qualified. We will have 4 special education teachers and all are highly-qualified, as well. We are adding four PK3 classes this year. Two of the PK3 teachers are highly qualified and tow classrooms will be led by an Instructional Facilitator with a certified teacher serving as the Teacher of Record. Lamar will have one newly certified teacher who will be assigned a mentor teacher.

Each Prekindergarten class is assigned and Instructional aide to support student learning.

We also have a certified P.E. coach and a certified Music Teacher.

All teachers are put on teams and attend weekly PLC meetings in order to increase staff learning and ultimately, increase student outcomes. Teaching Assistants will also participate in an Aide PLC in 2021-2022.

Programs and Processes:

Lamar is a Prekindergarten only campus. We offer Full-Day Prekindergarten for four-year old children and a half-day program for children who are three-years old. We have classes for students who qualify for Bilingual and Special Education. We offer a full-day PK3 program for children of ECISD employees. These students are also eligible for Extended Day care, as well.

School Processes & Programs Strengths

Conscious Discipline is being implemented school-wide.

PLC's are held weekly.

Each classroom has an Instructional Aide to support student learning.

Lamar has many parent engagement activities in place such as Academic Parent Teacher Team Meetings, Family Game Night, Book Character Parade, Family Valentine Dance, Transportation Parade and Parent Trainings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

Perceptions

Perceptions 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, connected and loved. Our school climate is centered around the principles of Conscious Discipline-Relationships, Problem-Solving and Safety. Conscious Discipline is implemented on an adult level first and then in the classrooms.

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.   We have school-wide Conscious Discipline commitments that the students are taught from day one. This is how the students help keep the school safe. Lamar is a caring environment where children learn the skills of working with others, problem-solving and self-regulation.

We have varying levels of Conscious Discipline expertise throughout the building. A team of 10 staff members attended Conscious Discipline Summer Institute in 2021. This team will be sharing and supporting those new to the school and those with less formal Conscious Discipline training. A Conscious Discipline Action Team has been created and will work to move the work forward.

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.

Due to Covid in 2020-2021, Lamar's enrollment was very low which resulted in 9 teachers and 6 Instructional Aides. This loss of staff members, coupled with the Covid restrictions, took a toll on all staff members.

Panorama Survey Data indicate only 55% of the Lamar staff feel a sense of belonging. While the 55% is very low, it is a 14% increase from Fall 2020 data.

Perceptions 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 always comment 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 Perceptions Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not being implemented with fidelity in all classrooms **Root Cause:** Not all staff have received complete Conscious Discipline training.

Priority Problem Statements

Problem Statement 3: Student attendance continues to lag behind the district average.
Root Cause 3: Lack of serious consideration of and often times commitment to the value and need of a PK education by families.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Students at Lamar have a deficit in oral language and vocabulary development.
Root Cause 4: Parents and caregivers do not always understand the importance of language and vocabulary development.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: CLI data indicates that only 71% of students are on track in the overall measure of Phonological Awareness at the end of the 2020-2021 school year.
Root Cause 5: More direct intentional teaching in the area of phonological awareness is needed.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students do not have foundational skills to be successful in Prekindergarten.
Root Cause 6: The population of students we serve lack educational opportunities, background knowledge and resources.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Conscious Discipline is not being implemented with fidelity in all classrooms
Root Cause 7: Not all staff have received complete Conscious Discipline training.
Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Homeless data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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 93% to 94% by the end of the 2021-2022 school year.

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. Classes with highest attendance will ring attendance bell.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Lamar's attendance will increase to 94% **Staff Responsible for Monitoring:** Campus Administrator Counselor Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				
Strategy 2 Details	**Reviews**			
Strategy 2: Identify Attendance Committee and conduct regular meetings to monitor and address attendance issues	**Formative**			**Summative**
Strategy's Expected Result/Impact: School-wide attendance will improve	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Counselor **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 3 Details	**Reviews**			
Strategy 3: Lamar will work to develop positive relationships with families through Meet the Teacher, Academic Parent Teacher Team Meetings, Parent Conferences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Families will feel a sense of belonging and connection with the school and staff. **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 3: Positive School Culture				

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

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Student attendance continues to lag behind the district average. **Root Cause**: Lack of serious consideration of and often times commitment to the value and need of a PK education by families. |

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

   Evaluation Data Sources: Number of student referrals

Strategy 1 Details	Reviews			
Strategy 1: Lamar staff will continue to engage in professional SEL learning and practice through Conscious Discipline coaching.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Staff will develop an understanding that student misbehavior is a call for help of lack of skill development
   Staff Responsible for Monitoring: Principal
Counselor
Conscious Discipline Action Team
   Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
   Problem Statements: Perceptions 1
   Funding Sources: Conscious Discipline Coaching - Title One School-wide - $15,000				

Strategy 2 Details	**Reviews**			
Strategy 2: 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**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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.
   Staff Responsible for Monitoring: Administrators
Counselor
   Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	**Reviews**			
Strategy 3: Lamar staff and administration will participate in the E-Learning Course Building Resiliency: Returning to School in Uncertain Times.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: All staff will be empowered to work with students experiencing trauma due to Covid-19 crisis.
   Staff Responsible for Monitoring: Administrators
Counselor
   Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture
   Problem Statements: Perceptions 1				

Strategy 4 Details	Reviews			

Strategy 4: Lamar staff will use Feeling Buddies curriculum to support students in expressing feelings and emotional regulation.
     Strategy's Expected Result/Impact: Students will feel supported and be able to self-regulate.
     Staff Responsible for Monitoring: Principal
     Title I Schoolwide Elements: 2.6
     Problem Statements: School Processes & Programs 1
	Formative			**Summative**

	Oct	Jan	Mar	May

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

Performance Objective 2 Problem Statements:

School Processes & Programs
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.
Perceptions
Problem Statement 1: Conscious Discipline is not being implemented with fidelity in all classrooms **Root Cause**: Not all staff have received complete Conscious Discipline training.

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

Evaluation Data Sources: Walk-throughs
Lesson Plans

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will feel safe and successful in school and classroom **Staff Responsible for Monitoring:** Principal Teachers Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

| Strategy 2 Details	Reviews			
Strategy 2: Lamar Teachers and Staff will participate in Oral Language/Vocabulary Development training	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will develop effective language and vocabulary development instructional strategies in order to present best practice instruction **Staff Responsible for Monitoring:** Administrator **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Oral Language and Vocabulary Professional Development - Title One School-wide - $5,500				

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

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

Evaluation Data Sources: Observations
Seesaw user reports

Strategy 1 Details	Reviews			
Strategy 1: Lamar staff, students and families will use the Seesaw program that will enable teachers to implement personalized learning.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will be able to personalize learning for all students **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will do monthly technology professional development.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will be comfortable and feel confident in their use of new technology. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Promethian Boards will be purchased for the classrooms that do not currently have one	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will be able to utilize promethian board technology. **Staff Responsible for Monitoring:** Principal Secretary **Title I Schoolwide Elements:** 2.6 **Problem Statements:** School Processes & Programs 1				

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
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.

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

Evaluation Data Sources: Staff and family surveys

Strategy 1 Details	Reviews			
Strategy 1: Lamar Teachers and staff will implement Conscious Discipline strategies of safety, problem-solving and connections.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased attendance Improved academic growth **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: 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**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All staff will be made aware of signs of maltreatment of children. **Staff Responsible for Monitoring:** Administrators Counselor **Title I Schoolwide Elements:** 2.4				

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

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 92% to 95% for the 2021-2022 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Mentor teachers, new teachers, new to the campus teachers and administrators will meet at least monthly to provide additional support and direction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: New teachers will be supported and continue to be employed in ECISD
    Staff Responsible for Monitoring: Principal
Mentor Teachers
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Lamar will continue to "grow our own pool" of candidates by collaborating with CTE program as a practicum site for Child Guidance Classes	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Lamar will have a pool of candidates that have early childhood experiences
    Staff Responsible for Monitoring: Principal
    TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 3 Details	Reviews			
Strategy 3: QR Code Emotional Well-Being survey will be utilized by teachers and staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and staff will have another avenue to let administrators know how they are feeling and if they need help in any area.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators				

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

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 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

Strategy 1 Details			Reviews			
Strategy 1: Selected staff will participate in Conscious Discipline Coaching.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will feel confident in their ability to implement new learning and skills in classrooms			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal						
Strategy 2 Details			**Reviews**			
Strategy 2: Teachers and assistants will do Learning Walks to observe Best Practices in other classrooms			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will implement effective and engaging activities in classrooms			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators						
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

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

    Evaluation Data Sources: Eduphoria walk-throughs

Strategy 1 Details		Reviews			
Strategy 1: Each teacher will receive no less than 5 walk-through observations documented in Eduphoria		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in classroom instruction **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 5: Effective Instruction		Oct	Jan	Mar	May
Strategy 2 Details		**Reviews**			
Strategy 2: All staff will set professional goals for themselves		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will feel empowered to perform job duties to the best of their ability **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals		Oct	Jan	Mar	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 71% to 80% by the end of the 2022 school year

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

Strategy 1 Details	Reviews			
Strategy 1: Letter walls will be utilized in each classroom	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth in phonological awareness skills	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Teachers **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Frog Street Press Morning Message will be conducted daily in each classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth in phonological awareness skills	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
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**			**Summative**
Strategy's Expected Result/Impact: Parents will feel empowered to help their children at home	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Teachers **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning
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.

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 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

Strategy 1 Details	Reviews			
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**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement improves as teachers, parents and students monitor growth together. **Staff Responsible for Monitoring:** Administrator Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Campus will continue to implement data-driven Professional Learning Communities (PLCs) working through PK appropriate Know/Show Charts and disaggregating data	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will feel empowered in the PLC process **Staff Responsible for Monitoring:** Administrator **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Principal will lead and model the Data-Driven PLC process	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will develop and understanding of the DDI PLC process and how it relates to Prekindergarten instruction. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be prepared to deal with social emotional needs of all students **Staff Responsible for Monitoring:** Administrator Counselor Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
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 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

Strategy 1 Details		Reviews			
Strategy 1: Parents will be offered opportunities to participate in Parent Power Hour to gain understanding and strategies on how to assist their children at home.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Parents will feel empowered to be effectively engaged in their child's PK education **Staff Responsible for Monitoring:** Administrator Parent Engagement Committee **Title I Schoolwide Elements:** 3.2 **Problem Statements:** Demographics 1					
Strategy 2 Details		Reviews			
Strategy 2: Parents will be offered support through Academic Parent Teacher Team Meetings		**Formative**			**Summative**
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.		Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrator Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Resources and materials for APTT meetings - Title One School-wide - $2,799					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance continues to lag behind the district average. **Root Cause**: Lack of serious consideration of and often times commitment to the value and need of a PK education by families.

Campus Funding Summary

			Title One School-wide		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Conscious Discipline Coaching		$15,000.00
1	3	2	Oral Language and Vocabulary Professional Development		$5,500.00
3	4	2	Resources and materials for APTT meetings		$2,799.00
				Sub-Total	$23,299.00
				Grand Total	$23,299.00

Addendums

EA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - 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.

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

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%
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%

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

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%

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%

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%

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%

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	Vocabulario rápido 1	8%	92%	0%	0%
Vocabulario rápido	Overall Measure	53%	47%	0%	0%
	Overall Measure	53%	47%	0%	0%
	División silábica	1%	98%	0%	1%
	Aliteración	1%	99%	0%	1%
Conciencia fonológica	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%
	Reconocimiento de figuras	20%	80%	0%	0%
Matemáticas	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