

Sulphur Springs Independent School District

Douglass ECLC

2022-2023 Campus Improvement Plan



Mission Statement

We are Sulphur Springs Independent School District, an innovative, student centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world.

In partnership with families and our community, we provide opportunities for all student to attain personal growth and become lifelong learners.

Vision

Educating All Students to Their Fullest Potential

Core Beliefs

We believe all children can learn.

We believe every student's basic needs must be met.

We believe every person should be and feel safe.

We believe every person is unique, valuable, and has worth.

We believe relationships are essential.

We believe in helping all students find success in a changing world.

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Douglass Early Childhood Learning Center serves a current enrollment of 224 students. The campus, located at 600 Calvert Street, in Sulphur Springs, Texas, Hopkins County, houses three programs in the Sulphur Springs Independent School District. It provides services for students in ECSE (Early Childhood Special Education), Head Start 3 and 4, and Pre-Kindergarten. At present time, the class average for the Head Start 3 classrooms is 17 students per classroom; Head Start 4 has an average of 18 students per classroom; and Pre-Kindergarten classes have class averages of nine.

The strategic planning process seeks to involve parents, teachers, community members, and district staff through the Policy Council, Campus Advisory Council, and the Sulphur Springs ISD School Board, to provide the best educational opportunities possible for Douglass ECLC students. The Douglass ECLC *Campus Improvement Plan* also serves as the Head Start *Strategic Plan*.

The Douglass Early Childhood Learning Center serves an ethnically diverse student population with an economically disadvantaged student population higher than state averages. The staff breakdown for the campus is (3) ECSE teachers, (4) Head Start 3 teachers, (6) Head Start 4 teachers, (4) Pre-Kindergarten teachers, and (1) Physical Education teacher; (1) Head Start 4 and (1) Pre-Kindergarten teachers are DLE (Dual Language Enrichment) teachers; (1) Pre-Kindergarten teacher serves the ESL students; and (23) paraprofessionals also serve to help meet the needs of the students.

The campus serves an ethnically diverse student population with economically disadvantaged and at-risk student populations. The Student Ethnic Distribution and Sub-Demographic percentages, reported on 09/28/2022 are as follows:

Student Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	19%	Economically Disadvantaged	89%
Hispanic	27%	English Language Learners	16%
White	44%	At-Risk	21%
American Indian	<1%	Gifted and Talented	0%
Asian	1%	Special Education	11%
Pacific Islander	<1%		
Two or More Races	7%		

Demographics Strengths

Some of the most notable strengths in demographics include:

1. The ethnic diversity of the campus' population enriches learning opportunities for all students.
2. The District's New Teacher Academy and the campus mentoring program are both very helpful and effective in supporting new teachers.

3. Douglass maintains a 10:1 student to teacher ratio in all classes. All classroom teachers are assisted with an aide, with the exception of the ECSE classes who have two.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of economically disadvantaged students is 89%. **Root Cause:** Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2 (Prioritized): A percent score of 24.7% was earned by the All Students group on BOY Kindergarten Universal Screener, Mathematics, Part 1, for 2021-2022. **Root Cause:** While the universal screener was locally-developed for Kindergarten, it is a good indication of the learning gaps that need to be closed.

Student Learning

Student Learning Summary

Douglass ECLC utilizes a standards-based report card and follows the elementary Progress Reporting Calendar. At the end of each grading period, parents receive a report card to communicate student progress. In addition, at least two home visits and two parent conferences will be held for each child during the school year. Student progress is monitored through informal observations, Prekindergarten Checklists, the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire – Social Emotional), and the Kaplan LAP-3 (Learning Accomplishment Profile, Third Edition).

The ASQ and ASQ-SE is administered within the first 45 days of the school year. It is a set of questionnaires about the child's development in the areas of communication, gross motor, fine motor, problem-solving, and personal-social. This tool helps identify strengths as well as any areas in which a child may need support. If a child scores Well Below in an area, the ASQ could be administered again at the end of year.

The students are tested on the Prekindergarten Checklist (locally-developed screener to test Kindergarten standards) at the beginning of year (BOY) and end of year (EOY) to show growth during their preschool years as well as establish a baseline for cognitive skills. The ELAR (English Language Arts and Reading) checks student knowledge in letter naming, letter sounds, and sight words. The Mathematics Prekindergarten Checklist assesses shape identification, coins, number identification, one-to-one correspondence, oral counting to 100, and counting backward from 20. The screener will show continued progress as students transition to Kindergarten.

The Kaplan LAP-3 (Learning Accomplishment Profile, Third Edition) provides a systematic method for observing the skill development of any child functioning in the 36 to 72 month age range, including children with disabilities. It is a criterion-referenced assessment instrument, which measures the development in the domains of gross motor, fine motor, pre-writing, cognitive, language, self-help, and social/emotional. It's an on-going observation tool and administered three times per year (Wave 1 – Beginning of Year; Wave 2 – Middle of Year; and Wave 3 – End of Year).

Performance data may be found in the Attachment section of this plan.

Student Learning Strengths

Strengths in Student Academic Achievement include:

1. Douglass ECLC has high expectations for all students.
2. Teachers and aides use the data from the assessments to set student goals and individualize instruction for each student.
3. Student progress from the beginning of year to end of year on the Kaplan LAP-3, Cognitive domain increased from 65% to 80%, students scoring on age level or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the Kaplan LAP-3, Language domain, 38% of students scored below their developmental age on end of year testing. **Root Cause:** The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

School Processes & Programs

School Processes & Programs Summary

Students will be encouraged and challenged to meet their full educational potential through a guaranteed and viable curriculum. The curriculum will include depth and rigor to involve all students in learning opportunities. Supplemental programs provide student opportunities in reading, math, science, and social studies. A plethora of instructional strategies/programs and resources, including technology, Capturing Kids' Hearts, Fundamental Five, Daily Five, SeeSaw, IXL, and Reading A-Z will be implemented by all staff, including classroom teachers and paraprofessionals.

PLCs (Professional Learning Communities) meet weekly for 1 ½ hours. In addition, the district holds PLCs at the end of each nine-week grading period. Campus staff will collaborate with the district Curriculum Department to find tools to measure student growth and success. Teachers have direct input through the professional learning environment model to affect and guide campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and individualization and to drive instruction.

All staff will be highly qualified. The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration will be offered. All teachers and campus administrators have attended Capturing Kids' Hearts, which promotes building relationships. Douglass ECLC will implement Wisdom Walks/peer observations, which will allow teachers to observe other teachers effectively implementing best practices or strategies. All teachers and administrators will participate in a refresher study of the Fundamental Five components. In addition, all staff are required to complete Eduhero courses on the following:

All Staff:

- Suicide Awareness and Prevention
- David's Law Cyberbullying for Educators
- Bullying Prevention for School Personnel
- FERPA and PPRA in Schools
- Managing Students with Food Allergies
- Sexual Harassment for Educators
- Bloodborne Pathogens
- Cybersecurity Awareness for Educators
- Child Maltreatment Responsibilities

Teachers/ Administrators:

- Dyslexia Awareness Module 2
- Educating Students with Autism

Transportation Staff:

- SSISD Transportation Training

Highly qualified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Promethean boards, iPads, software programs, and approved applications. Faculty/staff will be proficient in using the Skyward and Eduphoria systems.

The implementation of Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum, continues. It is based on current brain research, child development information, and developmentally appropriate practices. Its focus is on learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. This approach goes hand in hand with Capturing Kids' Hearts, which is implemented district-wide. The Process Champions Team also participates in a refresher/recharge training.

CLASS (Classroom Assessment Scoring System) is a tool for observing and assessing the effectiveness of interactions among teachers and students in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that contribute to children's social, developmental, and academic achievement.

Douglass ECLC implements the Response to Intervention (RtI) process to identify, intervene, and monitor students who are struggling academically or behaviorally to ensure that all students reach their full potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Success Ed (RtI), IXL, Reading A-Z, SeeSaw, and Capturing Kids' Hearts.

Douglass ECLC is committed to hiring and retaining highly-qualified teachers as well as high quality aides. Support systems, such as SSISD's New Teacher Academy as well as campus mentors are implemented to support new teachers. Wisdom Walks/peer observations, PLCs, Common Planning sessions, and other training will equip both new and seasoned teachers to be successful educators.

School Processes & Programs Strengths

Strengths in school processes and programs include:

1. PLCs allow time for teachers to use data to drive instruction and focus on effective instructional strategies to teach content.
2. 100% of teachers participate in multiple professional development opportunities.
3. On-going communication with campus stakeholders is a strength.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At times there has been a disconnect with what resources, programs, and staff development is available to newly hired teachers, as well as retained staff members. Awareness of this problem will help alleviate it. **Root Cause:** Previously, a plan for mentors and new teachers was not implemented.

Problem Statement 3 (Prioritized): PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time. **Root Cause:** The number of bus monitors and bus drivers makes it difficult to schedule after school meetings where all staff will be able to attend.

Perceptions

Perceptions Summary

Douglass Early Childhood Learning Center focuses on a home/school connection to educate and engage parents through the Policy Council, Meet the Teacher, Walk and Talk sessions, Grandparents Raising Grandchildren, and other parental involvement opportunities. Our goal is to prepare students to be responsible and productive citizens by guiding and assisting them to achieve academically, while nurturing their physical, social, and emotional growth to create a positive and safe learning climate for students.

Douglass ECLC encourages and welcomes parent/guardian and community involvement in school activities. Community support and involvement in school activities will include district student programs from various campuses and Head Start and Pre-Kindergarten parent volunteers. Automated systems for parent notification, newsletters, monthly calendars, Remind 101, Dojo, social media, and the school marquee are used regularly to communicate with parents and other stakeholders in an expedient manner.

The implementation of Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum, continues. It is based on current brain research, child development information, and developmentally appropriate practices. Its focus is on learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. This approach goes hand in hand with Capturing Kids' Hearts, which is implemented district-wide.

We are committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. Due to the increasing need for social emotional learning and mental health awareness, Douglass ECLC students receive counseling services, if needed, from a Licensed Professional Counselor (LPC). In addition, Douglass ECLC has a full time police officer who works continuously with other district staff members to engage in safety audits and carry out the campus' emergency management plan. We are also committed to eliminating bullying in our schools. Campus staff work continuously with students and community members to protect students and work against the effects of bullying. SSISD now employs an anonymous bully reporting system to more easily report incidents of bullying.

Perceptions Strengths

Strengths in perceptions include:

1. Douglass ECLC has a strong school to home connection, with many opportunities for parental involvement.
2. Campus staff genuinely care about students and their progress as well as parent education and their learning.
3. Building positive connections and relationships with students, families, and staff, as well as classroom management strategies are implemented.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. **Root Cause:** Growing needs in our society, including social emotional needs

Problem Statement 2 (Prioritized): Research indicates there is an increase in social emotional needs as well as mental health concerns. **Root Cause:** Uncertainties during the COVID-19 pandemic, fewer opportunities to for socializing

Problem Statement 3 (Prioritized): Although there are many opportunities for parental involvement, we don't have 100% participation. **Root Cause:** Work schedules and business interfere with opportunities to be involved. Families are also still holding back on participating in person due to the COVID-19 pandemic.

Priority Problem Statements

Problem Statement 2: The percentage of economically disadvantaged students is 89%.

Root Cause 2: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2 Areas: Demographics

Problem Statement 4: On the Kaplan LAP-3, Language domain, 38% of students scored below their developmental age on end of year testing.

Root Cause 4: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

Problem Statement 4 Areas: Student Learning

Problem Statement 1: At times there has been a disconnect with what resources, programs, and staff development is available to newly hired teachers, as well as retained staff members. Awareness of this problem will help alleviate it.

Root Cause 1: Previously, a plan for mentors and new teachers was not implemented.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 6: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures.

Root Cause 6: Growing needs in our society, including social emotional needs

Problem Statement 6 Areas: Perceptions

Problem Statement 3: A percent score of 24.7% was earned by the All Students group on BOY Kindergarten Universal Screener, Mathematics, Part 1, for 2021-2022.

Root Cause 3: While the universal screener was locally-developed for Kindergarten, it is a good indication of the learning gaps that need to be closed.

Problem Statement 3 Areas: Demographics

Problem Statement 8: Research indicates there is an increase in social emotional needs as well as mental health concerns.

Root Cause 8: Uncertainties during the COVID-19 pandemic, fewer opportunities to for socializing

Problem Statement 8 Areas: Perceptions

Problem Statement 5: PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time.

Root Cause 5: The number of bus monitors and bus drivers makes it difficult to schedule after school meetings where all staff will be able to attend.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: Although there are many opportunities for parental involvement, we don't have 100% participation.

Root Cause 7: Work schedules and business interfere with opportunities to be involved. Families are also still holding back on participating in person due to the COVID-19

pandemic.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 1: At least 85% of all students will score on age level or above age level in the Cognitive domain of the Kaplan LAP-3, on end of year testing, or Wave 3.

Evaluation Data Sources: Wave 3, end of year Cognitive scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued use of supplemental programs of instruction that include, but are not limited to, IXL, SeeSaw, and Reading A-Z.</p> <p>Strategy's Expected Result/Impact: Student cognitive scores, letter knowledge will increase.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading A-Z - 211 Title I, Part A - \$3,000, CoGat - 211 Title I, Part A - \$2,000, IXL - 211 Title I, Part A - \$3,100</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers and administrators will deepen their understanding of and ability to address the specific academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by:</p>	Formative			Summative
	Nov	Feb	Apr	June

- (1) the increased use of Reading A-Z
- (2) the use of data from the assessments
- (3) teacher implementation of IXL computer program for practice

Staff Responsible for Monitoring: Principal
Academic Specialist

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: IXL - 211 Title I, Part A - \$3,000, Brain Pop - 211 Title I, Part A - \$1,700



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 2: With a focus on rigor in the classroom, the PreK and Head Start students will increase BOY to EOY by 33% on the Math on the Prekindergarten Checklist; and increase by 45% on the Prekindergarten Checklist administered in April.





Evaluation Data Sources: Scores on the Prekindergarten Checklist

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplementary services and resources, including IXL, SeeSaw, and Reading A-Z to increase the academic achievement of students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in all content areas</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Pre-K Personnel Costs - 199 PIC 34 State Comp Ed, Prekindergarten - \$113,074</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 3: STRATEGIC PLAN-Innovative learning opportunities that foster risk taking and student passion will be provided.





Evaluation Data Sources: Lesson plans; classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will experience innovative thinking through problem-solving activities in centers, where they have free choice.</p> <p>Strategy's Expected Result/Impact: Increase in critical thinking</p> <p>Staff Responsible for Monitoring: Teachers Principal Academic Specialist Education Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Sustain a focus on maintaining school safety with 100% of all staff receiving training in the District's behavioral and safety initiatives.

Evaluation Data Sources: Campus Emergency Preparedness Manual; Sign In Sheets for behavioral, social emotional learning training/meetings





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue utilizing safety support systems in place, including the Campus Police Officer, safety drills, the Raptor System, two-way radios, and the Emergency Preparedness Plan.</p> <p>Strategy's Expected Result/Impact: To ensure a campus which is 100% safe and secure for all students and staff, the Campus Police Officer will protect the campus and serve as a deterrent to criminal activity.</p> <p>Staff Responsible for Monitoring: Principal Police Officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: STRATEGIC PLAN-Social and Emotional Learning-Social and Emotional learning plans for all staff and students will be implemented. The Licensed Professional Counselor, LPC, will continue to provide services to students who need mental health and/or social emotional support.</p> <p>Strategy's Expected Result/Impact: Increase in effective teamwork, self-control, and self-regulation</p> <p>Staff Responsible for Monitoring: Mental Health and Disabilities Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: All teachers will score at a minimum of 6 on the Behavior Management dimension in CLASS (Classroom Assessment Scoring System) by the end of year observation.

Evaluation Data Sources: CLASS Observation Sheet and scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the implementation of Capturing Kids' Hearts, character education, Conscious Discipline, and CLASS (Classroom Assessment Scoring System).</p> <p>Strategy's Expected Result/Impact: Classroom teachers will be better equipped in classroom management which increases our overall safe and secure campus climate. Increased positive character traits by students</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: STRATEGIC PLAN - Excellent facilities that equip students to pursue their passions and fulfill their needs will be provided.





Evaluation Data Sources: Facilities Study

Strategy 1 Details	Reviews			
Strategy 1: Facilities Study Strategy's Expected Result/Impact: Determination of the needs for facility upgrades. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

Performance Objective 1: At least 75% of all teachers will score an average of 4 or more in the Instructional Support domain.





Evaluation Data Sources: CLASS Observation Sheet and scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from the Fundamental Five book study components.</p> <p>Strategy's Expected Result/Impact: Increase in overall student academic performance across all content areas</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement.</p> <p>Strategy's Expected Result/Impact: Staff will effectively use the instructional delivery to reach students of all levels.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 8 Contract - 270 RLIS - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

Performance Objective 2: Retain at least 90% of faculty and staff, with little turnover rate.





Evaluation Data Sources: TAPR reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of support systems, including New Teacher Academy, District of Innovation, and Mentors and retained staff members.</p> <p>Strategy's Expected Result/Impact: Continue to retain exceptional staff, while giving support to newly hired and retained staff members.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation and support of classroom management systems through Capturing Kids' Hearts program and CLASS (Classroom Assessment Scoring System) in the domains of Emotional Support, Classroom Organization, and Instructional Support.</p> <p>Strategy's Expected Result/Impact: Increase in positive classroom environment; increase in self-regulation by students; decrease in discipline referrals and time off task</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.





Performance Objective 1: Douglass Early Childhood Learning Center will effectively communicate meaningful information to ensure the community of stakeholders is well-informed.

Evaluation Data Sources: Parent Surveys, newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities.</p> <p>Strategy's Expected Result/Impact: Increase in overall involvement and positive interactions with all stakeholders</p> <p>Staff Responsible for Monitoring: Principal Head Start Family Services Specialists</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Title I Parent Involvement Funding - 211 Title I, Part A - \$2,000, Blackboard Connect - 211 Title I, Part A - \$350</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

Performance Objective 2: STRATEGIC PLAN-Students will be provided with opportunities to pursue their passion in partnership with families and community.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementing a volunteer program that engages families and community members. Strategy's Expected Result/Impact: Increase in parent and community involvement Staff Responsible for Monitoring: Academic Specialist; Parent Family Community Engagement Specialists	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Douglass ECLC

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.125

Brief Description of SCE Services and/or Programs

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Personnel for Douglass ECLC

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ammy Solis	Pre-K Aide	1
Dlayne Perkins	Pre-K Teacher	0.375
Kayleigh Caudle	Pre-K Teacher	0.375
McKena Walden	Pre-K Aide	1
Tammie Mattison	Pre-K Teacher	0.375

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards and any other actors as determined by the Local Educational Agency (LEA).

The Campus Needs Assessment was reviewed and revised on September 20, 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency to the extent feasible, tribes and tribal organizations, present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The following members assisted with the review and revision of the Campus Improvement Plan:

- Courtney Tolleson, Parent Representative
- Lindsey Moore, Parent Representative
- Romana Hynson, Business Representative
- Deborah Gillis, Business Representative
- Ricky Godbolt, Community Representative
- Robbin Vaughn, Community Representative
- Nancy Potts, Head Start 3 Teacher
- Lucia Hickman, Head Start 3 Teacher
- Karri Kerby, Head Start 4 Teacher
- Adriana Salas, Pre-Kindergarten DLE Teacher
- Tammie Mattison, Pre-Kindergarten Teacher
- McKena Walden, Pre-Kindergarten Aide
- Lacy Coker, District Representative
- Amanda Ridner, Academic Specialist/Assistant Head Start Director
- Sherry Sinclair, Principal/Head Start Director

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as

necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Campus Improvement Plan was reviewed and revised on September 20, 2022

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Campus Improvement Plan is available on the Sulphur Springs ISD website as well as the Douglass ECLC campus web page.

It is available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

An annual evaluation will be conducted at the end of the year. The data will be reviewed and shared with all stakeholders. Student data will be collected from scores that are obtained from the Prekindergarten Checklist, and Kaplan LAP-3. The Prekindergarten Checklist was developed using the TEXAS Prekindergarten Guidelines.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Parent and Family Engagement Policy is distributed in the first six weeks each school year.

The Parent and Family Engagement Policy was distributed in English and Spanish.

4.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. Douglass ECLC provides numerous opportunities for Parent and Family Engagement participation.

- Meet the Teacher/Welcome the Wildcats
- Campus Advisory Council
- Family Service Specialists meet with parents to develop partnerships on an ongoing basis throughout the school year.
- Parent Committee Meeting
- Policy Council
- Grandparents Raising Grandchildren
- Walk and Talk Sessions (8 sessions)
- Fresh Start to a Healthier You program
- Fall & Spring Home Visits and Parent Conferences

5. Targeted Assistance Schools Only

Campus Advisory Council

Committee Role	Name	Position
Community Representative	Robbin Vaughn	Community Representative
Community Representative	Ricky Godbolt	Community Representative
Business Representative	Deborah Gillis	Business Representative
Business Representative	Remona Hynson	Business Representative
Classroom Teacher	Lucia Hickman	Head Start 3 Teacher
Classroom Teacher	Nancy Potts	Head Start 3 Teacher
Classroom Teacher	Karri Kerby	Head Start 4 Teacher
Classroom Teacher	Adriana Sales	Pre-Kindergarten 4 DLE Teacher
Classroom Teacher	Tammie Mattison	Pre-Kindergarten Teacher
Pre-Kindergarten Aide	MaKena Walden	Pre-Kindergarten
Administrator	Sherry Sinclair	Principal/Head Start Director
Administrator	Amanda Ridner	Administrator
Parent	Courtney Tolleson	Parent
Parent	Lindsey Moore	Parent
District-level Professional	Lacy Coker	Speech Language Pathologist

Campus Funding Summary

199 PIC 34 State Comp Ed, Prekindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental Pre-K Personnel Costs		\$113,074.00
Sub-Total					\$113,074.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$3,000.00
1	1	1	CoGat		\$2,000.00
1	1	1	IXL		\$3,100.00
1	1	2	IXL		\$3,000.00
1	1	2	Brain Pop		\$1,700.00
4	1	1	Title I Parent Involvement Funding		\$2,000.00
4	1	1	Blackboard Connect		\$350.00
Sub-Total					\$15,150.00
270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 8 Contract		\$6,000.00
Sub-Total					\$6,000.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
5. Dropout Prevention	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		High School Counselors	High School Office
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	Assistant Superintendent for Elementary Education	Student Handbooks
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
<p>14. Texas Behavior Support Initiative (TBSI)</p>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria

Kaplan LAP3

2017-2018	Below Age Level		Age Level		Above Age Level	
	# students	Percent	# students	Percent	# students	Percent
Gross Motor						
Wave 1 (BOY)	56	24%	56	24%	125	52%
Wave 2 (MOY)	47	19%	45	19%	147	62%
Wave 3 (EOY)	40	16%	49	20%	159	64%
Fine Motor						
Wave 1 (BOY)	66	28%	54	23%	117	50%
Wave 2 (MOY)	39	16%	50	21%	150	63%
Wave 3 (EOY)	43	17%	34	14%	171	69%
Pre-Writing						
Wave 1 (BOY)	67	28%	58	25%	112	47%
Wave 2 (MOY)	39	16%	59	24%	141	60%
Wave 3 (EOY)	34	14%	63	25%	151	61%
Cognitive						
Wave 1 (BOY)	82	35%	70	30%	85	35%
Wave 2 (MOY)	63	26%	67	28%	109	46%
Wave 3 (EOY)	54	22%	42	17%	152	61%
Language						
Wave 1 (BOY)	106	45%	60	25%	71	30%
Wave 2 (MOY)	84	35%	63	26%	92	39%
Wave 3 (EOY)	79	32%	48	19%	121	49%
Self-Help						
Wave 1 (BOY)	29	12%	65	28%	143	60%
Wave 2 (MOY)	33	14%	50	21%	156	65%
Wave 3 (EOY)	24	10%	33	13%	191	77%
Personal/Social						
Wave 1 (BOY)	34	14%	22	9%	181	77%
Wave 2 (MOY)	24	10%	20	8%	195	82%
Wave 3 (EOY)	22	9%	10	4%	216	87%

2018-2019	Below Age Level		Age Level		Above Age Level	
	# students	Percent	# students	Percent	# students	Percent
Gross Motor						
Wave 1 (BOY)	33	14%	21	9%	181	77%
Wave 2 (MOY)	27	11%	12	5%	197	84%
Wave 3 (EOY)	17	7%	14	6%	206	87%
Fine Motor						
Wave 1 (BOY)	69	29%	64	27%	102	44%
Wave 2 (MOY)	38	16%	61	26%	137	58%
Wave 3 (EOY)	26	10%	34	15%	177	75%
Pre-Writing						
Wave 1 (BOY)	56	24%	84	36%	95	40%
Wave 2 (MOY)	40	17%	62	26%	134	57%
Wave 3 (EOY)	28	11%	51	22%	158	67%
Cognitive						
Wave 1 (BOY)	77	33%	70	30%	88	37%
Wave 2 (MOY)	50	21%	57	24%	129	55%
Wave 3 (EOY)	48	20%	33	14%	156	66%
Language						
Wave 1 (BOY)	124	53%	60	25%	51	22%
Wave 2 (MOY)	95	40%	53	23%	88	37%
Wave 3 (EOY)	71	30%	43	18%	123	52%
Self-Help						
Wave 1 (BOY)	49	21%	67	29%	119	50%
Wave 2 (MOY)	29	12%	45	19%	162	69%
Wave 3 (EOY)	19	8%	24	10%	194	82%
Personal/Social						
Wave 1 (BOY)	35	15%	21	9%	179	76%
Wave 2 (MOY)	21	9%	10	4%	205	87%
Wave 3 (EOY)	16	7%	12	5%	209	88%

2019-2020	Below Age Level		Age Level		Above Age Level	
	# students	Percent	# students	Percent	# students	Percent
Gross Motor						
Wave 1 (BOY)	45	20%	59	26%	122	54%
Wave 2 (MOY)	25	12%	45	19%	160	69%
Wave 3 (EOY)	0 %		0 %		0	%
Fine Motor						
Wave 1 (BOY)	53	23%	65	29%	108	48%
Wave 2 (MOY)	30	13%	62	27%	138	60%
Wave 3 (EOY)	0 %		0 %		0	%
Pre-Writing						
Wave 1 (BOY)	45	20%	69	31%	112	49%
Wave 2 (MOY)	34	15%	56	24%	140	61%
Wave 3 (EOY)	0 %		0 %		0	%
Cognitive						
Wave 1 (BOY)	78	34%	63	28%	85	38%
Wave 2 (MOY)	63	27%	45	20%	122	53%
Wave 3 (EOY)	0 %		0 %		0	%
Language						
Wave 1 (BOY)	100	44%	61	27%	65	29%
Wave 2 (MOY)	88	38%	41	18%	101	44%
Wave 3 (EOY)	0 %		0 %		0	%
Self-Help						
Wave 1 (BOY)	47	21%	68	30%	111	49%
Wave 2 (MOY)	38	16%	22	20%	147	64%
Wave 3 (EOY)	0 %		0 %		0	%
Personal/Social						
Wave 1 (BOY)	43	19%	23	10%	160	71%
Wave 2 (MOY)	33	14%	14	6%	183	80%
Wave 3 (EOY)	0 %		0 %		0	%

2020-2021	Below Age Level		Age Level		Above Age Level		
	# students	Percent	# students	Percent	# students	Percent	
Gross Motor							
Wave 1 (BOY)	31	16%	35	19%	123	65%	(84% on or above grade level)
Wave 2 (MOY)	37	18%	34	16%	138	66%	(82% on or above grade level)
Wave 3 (EOY)	21	10%	27	13%	158	77%	(90% on or above grade level) increased 6%
Fine Motor							
Wave 1 (BOY)	62	33%	42	22%	85	45%	(67% on or above grade level)
Wave 2 (MOY)	50	24%	38	18%	121	58%	(76% on or above grade level)
Wave 3 (EOY)	39	19%	33	16%	134	65%	(81% on or above grade level) increased 14%
Pre-Writing							
Wave 1 (BOY)	63	33%	32	17%	94	50%	(67% on or above grade level)
Wave 2 (MOY)	46	22%	53	25%	110	53%	(78% on or above grade level)
Wave 3 (EOY)	33	16%	36	17%	137	67%	(84% on or above grade level) increased 17%
Cognitive							
Wave 1 (BOY)	72	38%	48	25%	69	37%	(62% on or above grade level)
Wave 2 (MOY)	56	27%	55	26%	98	47%	(73% on or above grade level)
Wave 3 (EOY)	48	23%	45	22%	115	55%	(77% on or above grade level) increased 15%
Language							
Wave 1 (BOY)	100	53%	38	20%	51	27%	(47% on or above grade level)
Wave 2 (MOY)	94	45%	52	25%	63	30%	(55% on or above grade level)
Wave 3 (EOY)	72	35%	37	18%	97	47%	(65% on or above grade level) increased 18%
Self-Help							
Wave 1 (BOY)	44	23%	53	28%	92	49%	(77% on or above grade level)
Wave 2 (MOY)	40	19%	46	22%	123	59%	(81% on or above grade level)
Wave 3 (EOY)	39	19%	25	12%	142	69%	(81% on or above grade level) increased 4%
Personal/Social							
Wave 1 (BOY)	40	21%	21	11%	128	68%	(79% on or above grade level)
Wave 2 (MOY)	36	17%	17	8%	156	75%	(83% on or above grade level)
Wave 3 (EOY)	28	14%	17	8%	161	78%	(88% on or above grade level) increased 9%

2021-2022	Below Age Level		Age Level		Above Age Level			
	# students	Percent	# students	Percent	# students	Percent		
Gross Motor								
Wave 1 (BOY)	43	19%	44	20%	134	61%	(81% on or above grade level)	
Wave 2 (MOY)	32	14%	46	20%	154	66%	(86% on or above grade level)	increased 5%
Wave 3 (EOY)	34	14%	29	12%	176	74%	(% on or above grade level)	increased %
Fine Motor								
Wave 1 (BOY)	59	26%	50	23%	112	51%	(74% on or above grade level)	
Wave 2 (MOY)	49	21%	44	19%	139	60%	(79% on or above grade level)	increased 5%
Wave 3 (EOY)	40	17%	26	11%	173	72%	(83% on or above grade level)	increased 9%
Pre-Writing								
Wave 1 (BOY)	64	29%	53	24%	104	47%	(71% on or above grade level)	
Wave 2 (MOY)	40	17%	42	18%	150	65%	(83% on or above grade level)	increased 12%
Wave 3 (EOY)	40	17%	38	16%	161	67%	(83% on or above grade level)	increased 12%
Cognitive								
Wave 1 (BOY)	79	35%	61	28%	81	37%	(65% on or above grade level)	
Wave 2 (MOY)	71	31%	48	20%	113	49%	(69% on or above grade level)	increased 4%
Wave 3 (EOY)	48	20%	42	18%	149	62%	(80% on or above grade level)	increased 15%
Language								
Wave 1 (BOY)	131	59%	43	19%	47	21%	(40% on or above grade level)	
Wave 2 (MOY)	104	45%	51	22%	77	33%	(55% on or above grade level)	increased 15%
Wave 3 (EOY)	92	38%	36	15%	111	47%	(62% on or above grade level)	increased 22%
Self-Help								
Wave 1 (BOY)	54	25%	59	26%	108	49%	(75% on or above grade level)	
Wave 2 (MOY)	53	23%	30	13%	149	64%	(77% on or above grade level)	increased 2%
Wave 3 (EOY)	39	17%	24	9%	176	74%	(83% on or above grade level)	increased 8%
Personal/Social								
Wave 1 (BOY)	46	20%	23	11%	152	70%	(81% on or above grade level)	
Wave 2 (MOY)	40	17%	16	7%	176	76%	(83% on or above grade level)	increased 2%
Wave 3 (EOY)	38	16%	11	5%	190	79%	(84% on or above grade level)	increased 3%

2017-2018 BOY Part 1	Universal Math BOY Part 1				2017-2018 EOY Part 1	Universal Math EOY Part 1			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	222	31%	0%	0%	Douglass ECLC	235	65%	14%	3%
Economic Disadvantage	179	29%	1%	0%	Economic Disadvantage	186	62%	15%	3%
American Indian/Alaskan Native	1	38%	0%	0%	American Indian/Alaskan Native	1	50%	0%	0%
Asian	4	45%	0%	0%	Asian	3	71%	0%	0%
Black/African American	40	35%	0%	0%	Black/African American	41	67%	24%	7%
Hispanic	82	26%	1%	0%	Hispanic	85	64%	12%	4%
Two or More Races	9	33%	0%	0%	Two or More Races	11	66%	27%	0%
White	86	32%	0%	0%	White	94	64%	18%	1%
LEP	51	25%	2%	0%	LEP	52	60%	6%	0%
Special Ed Indicator	10	30%	10%	0%	Special Ed Indicator	9	70%	33%	11%

*Part 1 - Shapes, Coins, Numerals 0-20, Counting 1:1 Correspondence

2018-2019 BOY Part 1	Universal Math BOY Part 1				2018-2019 EOY Part 1	Universal Math EOY Part 1			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	230	32%	6%	0%	Douglass ECLC	239	64%	45%	7%
Economic Disadvantage	229	32%	6%	0%	Economic Disadvantage	238	64%	45%	6%
Asian	1	78%	100%	0%	Asian	1	93%	100%	0%
Black/African American	46	28%	9%	0%	Black/African American	44	57%	34%	5%
Hispanic	90	32%	6%	0%	Hispanic	98	68%	54%	10%
Two or More Races	13	42%	8%	0%	Two or More Races	12	70%	42%	17%
White	80	32%	4%	0%	White	84	62%	40%	2%
LEP	59	31%	5%	0%	LEP	60	71%	42%	13%
Special Ed Indicator	16	25%	6%	0%	Special Ed Indicator	30	40%	20%	0%

*Part 1 - Shapes, Coins, Numerals 0-20, Counting 1:1 Correspondence

2019-2020 BOY Part 1	Universal Math BOY Part 1				2019-2020 EOY Part 1	Universal Math EOY Part 1			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	224	30%	3%	0%	Douglass ECLC	*	*	*	*
Economic Disadvantage	224	30%	3%	0%	Economic Disadvantage	*	*	*	*
American Indian/Alaskan Native	2	8%	0%	0%	American Indian/Alaskan Native	*	*	*	*
Asian	1	28%	0%	0%	Asian	*	*	*	*
Black/African American	42	28%	2%	0%	Black/African American	*	*	*	*
Hispanic	81	29%	4%	0%	Hispanic	*	*	*	*
Native Hawaiian/Pacific Islander	1	20%	0%	0%	Native Hawaiian/Pacific Islander	*	*	*	*
Two or More Races	14	34%	7%	0%	Two or More Races	*	*	*	*
White	83	33%	2%	0%	White	*	*	*	*
LEP	44	31%	5%	0%	LEP	*	*	*	*
Special Ed Indicator	33	21%	3%	0%	Special Ed Indicator	*	*	*	*

*Part 1 - Shapes, Coins, Numerals 0-20, Counting 1:1 Correspondence

*No EOY Testing due to COVID-19

2020-2021 BOY Part 1	Universal Math BOY Part 1				2020-2021 EOY Part 1	Universal Math EOY Part 1			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	205	30%	4%	0%	Douglass ECLC	213	59%	36%	2%
Economic Disadvantage	195	30%	5%	0%	Economic Disadvantage	197	60%	36%	3%
American Indian/Alaskan Native	2	23%	0%	0%	American Indian/Alaskan Native	2	28%	0%	0%
Asian	1	68%	0%	0%	Asian	0			
Black/African American	39	27%	5%	0%	Black/African American	40	54%	20%	0%
Hispanic	68	28%	3%	0%	Hispanic	74	61%	41%	3%
Two or More Races	12	35%	0%	0%	Two or More Races	13	55%	23%	0%
White	83	31%	6%	0%	White	84	61%	42%	4%
LEP	36	28%	0%	0%	LEP	37	68%	51%	3%
Special Ed Indicator	35	25%	6%	0%	Special Ed Indicator	46	46%	37%	2%

*Part 1 - Shapes, Coins, Numerals 0-20, Counting 1:1 Correspondence

2021-2022 BOY Part 1	Universal Math BOY Part 1				2021-2022 EOY Part 1	Universal Math EOY Part 1			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	220	24.83%	0.91%	0%	Douglass ECLC	188	51.64%	27.66%	3.19%
Economic Disadvantage	212	24.57%	0.94%	0%	Economic Disadvantage	187	51.43%	27.27%	3.21%
American Indian/Alaskan Native	0	0.00%	0.00%		American Indian/Alaskan Native	0	0.00%	0.00%	0.00%
Asian	0				Asian	1	43.00%	0.00%	0.00%
Black/African American	42	24.24%	2.38%	0%	Black/African American	34	41.82%	14.71%	2.94%
Hispanic	82	27.43%	0%	0%	Hispanic	68	58.72%	36.76%	5.88%
Native Hawaiian/Pacific Islander	1	20%	0%	0%	Native Hawaiian/Pacific Islander	1	63.00%	0.00%	0.00%
Two or More Races	16	22.44%	0%	0%	Two or More Races	14	53.71%	35.71%	0.00%
White	79	22.99%	1.27%	0%	White	70	49.07%	24.29%	1.43%
LEP	37	34.76%	0%	0%	LEP	25	68.76%	56.00%	12.00%
Special Ed Indicator	23	22.17%	0%	0%	Special Ed Indicator	15	37.87%	20.00%	0.00%

***Part 1 - Shapes, Coins, Numerals 0-20, Counting 1:1 Correspondence**

2017-2018 ELAR (English) Beginning of Year	ELAR Universal BOY				2017-2018 ELAR (English) End of Year	ELAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	189	11%	0%	0%	All Students	201	45%	7%	0%
Economic Disadvantage	170	11%	0%	0%	Economic Disadvantage	164	40%	6%	0%
American Indian/Alaskan Native	0				American Indian/Alaskan Native	0			
Asian	4	22%	0%	0%	Asian	3	56%	0%	0%
Black/African American	40	16%	0%	0%	Black/African American	41	47%	10%	0%
Hispanic	50	9%	0%	0%	Hispanic	52	44%	6%	0%
Two or More Races	9	16%	0%	0%	Two or More Races	11	50%	0%	0%
White	86	9%	0%	0%	White	94	44%	9%	0%
LEP	18	12%	0%	0%	LEP	18	33%	0%	0%
Special Ed Indicator	8	21%	0%	0%	Special Ed Indicator	8	61%	13%	0%

2018-2019 ELAR (English) Beginning of Year	ELAR Universal BOY				2018-2019 ELAR (English) End of Year	ELAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	173	9%	3%	0%	All Students	194	41%	27%	1%
Economic Disadvantage	173	9%	3%	0%	Economic Disadvantage	194	41%	27%	1%
American Indian/Alaskan Native	0				American Indian/Alaskan Native	0			
Asian	1	57%	0%	0%	Asian	1	89%	100%	0%
Black/African American	46	10%	7%	0%	Black/African American	44	38%	25%	5%
Hispanic	41	6%	2%	0%	Hispanic	53	37%	21%	0%
Two or More Races	10	15%	0%	0%	Two or More Races	12	59%	58%	0%
White	75	9%	1%	0%	White	84	43%	26%	0%
LEP	4	4%	0%	0%	LEP	15	36%	20%	0%
Special Ed Indicator	10	11%	10%	0%	Special Ed Indicator	29	30%	21%	0%

2019-2020 ELAR (English) Beginning of Year	ELAR Universal BOY				2019-2020 ELAR (English) End of Year	ELAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	184	11%	2%	0%	All Students	*	*	*	*
Economic Disadvantage	184	11%	2%	0%	Economic Disadvantage	*	*	*	*
American Indian/Alaskan Native	2	0%	0%	0%	American Indian/Alaskan Native	*	*	*	*
Asian	1	0%	0%	0%	Asian	*	*	*	*
Black/African American	42	9%	5%	0%	Black/African American	*	*	*	*
Hispanic	41	11%	2%	0%	Hispanic	*	*	*	*
Native Hawaiian/Pacific Islander	1	6%	0%	0%	Native Hawaiian/Pacific Islander	*	*	*	*
Two or More Races	14	17%	0%	0%	Two or More Races	*	*	*	*
White	83	12%	0%	0%	White	*	*	*	*
LEP	4	30%	0%	0%	LEP	*	*	*	*
Special Ed Indicator	31	12%	3%	0%	Special Ed Indicator	*	*	*	*

*No EOY Testing due to COVID-19

2020-2021 ELAR (English) Beginning of Year	20-21 ELAR Universal BOY				2020-2021 ELAR (English) End of Year	20-21 ELAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	174	11%	2%	0%	All Students	186	30%	19%	1%
Economic Disadvantage	169	11%	2%	0%	Economic Disadvantage	175	30%	19%	1%
American Indian/Alaskan Native	2	0%	0%	0%	American Indian/Alaskan Native	2	12%	0%	0%
Asian	1	39%	0%	0%	Asian	0			
Black/African American	37	14%	3%	0%	Black/African American	40	24%	13%	0%
Hispanic	43	10%	0%	0%	Hispanic	48	32%	19%	0%
Two or More Races	12	15%	8%	0%	Two or More Races	13	24%	15%	0%
White	79	9%	1%	0%	White	83	32%	24%	1%
LEP	10	18%	0%	0%	LEP	10	42%	30%	0%
Special Ed Indicator	33	9%	0%	0%	Special Ed Indicator	44	23%	18%	0%

2021-2022 ELAR (English) Beginning of Year	2021-2022 ELAR Universal BOY				2021-2022 ELAR (English) End of Year	2021-2022 ELAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	188	5.68%	0.53%	0%	All Students	168	36.58%	19.05%	1%
Economic Disadvantage	185	5.68%	0.54%	0%	Economic Disadvantage	167	36.36%	18.56%	1%
American Indian/Alaskan Native	0	0.00%	0.00%	0%	American Indian/Alaskan Native	0	0%	0%	0%
Asian	0	0.00%	0.00%	0%	Asian	1	100%	100%	100%
Black/African American	42	6.10%	2.38%	0%	Black/African American	34	32.18%	11.76%	0%
Hispanic	51	4.94%	0%	0%	Hispanic	48	34.29%	14.58%	2%
Native Hawaiian/Pacific Islander	1	0%	0%	0%	Native Hawaiian/Pacific Islander	1	31.00%	0.00%	0%
Two or More Races	16	6.88%	0%	0%	Two or More Races	4	42.14%	35.71%	0%
White	78	5.77%	0%	0%	White	70	38.34%	21.43%	0%
LEP	5	7.80%	0%	0%	LEP	5	45.00%	40%	20%
Special Ed Indicator	23	6.26%	0%	0%	Special Ed Indicator	15	28.40%	6.67%	0%

2018-2019 SLAR (Spanish) Beginning of Year	SLAR Universal BOY				2018-2019 SLAR (Spanish) End of Year	SLAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	47	10%	0%	0%	Douglass ECLC	45	66%	62%	0%
Economic Disadvantage	46	9%	0%	0%	Economic Disadvantage	44	66%	61%	0%
Hispanic	46	10%	0%	0%	Hispanic	45	66%	62%	0%
LEP	45	10%	0%	0%	LEP	45	66%	62%	0%
Special Ed Indicator	1	1%	0%	0%	Special Ed Indicator	1	24%	0%	0%

2019-2020 SLAR (Spanish) Beginning of Year	SLAR Universal BOY				2019-2020 SLAR (Spanish) End of Year	SLAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	41	7%	0%	0%	Douglass ECLC	*	*	*	*
Economic Disadvantage	41	7%	0%	0%	Economic Disadvantage	*	*	*	*
Hispanic	40	7%	0%	0%	Hispanic	*	*	*	*
LEP	40	7%	0%	0%	LEP	*	*	*	*
Special Ed Indicator	3	2%	0%	0%	Special Ed Indicator	*	*	*	*

*No EOY Testing due to COVID-19

2020-2021 SLAR (Spanish) Beginning of Year	20-21 SLAR Universal BOY				2020-2021 SLAR (Spanish) End of Year	20-21 SLAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	27	3%	0%	0%	Douglass ECLC	27	54%	22%	0%
Economic Disadvantage	22	4%	0%	0%	Economic Disadvantage	22	53%	23%	0%
Hispanic	26	3%	0%	0%	Hispanic	26	54%	23%	0%
White	1	2%	0%	0%	White	1	48%	0%	0%
LEP	27	3%	0%	0%	LEP	27	54%	22%	0%
Special Ed Indicator	2	2%	0%	0%	Special Ed Indicator	2	45%	0%	0%

2021-2022 SLAR (Spanish) Beginning of Year	2021-2022 SLAR Universal BOY				2021-2022 SLAR (Spanish) End of Year	2021-2022 SLAR Universal EOY			
	Total Students	Percent Score	Approaches Grade Level	Masters Grade Level		Total Students	Percent Score	Approaches Grade Level	Masters Grade Level
Douglass ECLC	32	8.66%	0%	0%	Douglass ECLC	37	50.92%	35.14%	0%
Economic Disadvantage	27	7.89%	0%	0%	Economic Disadvantage	37	50.92%	35.14%	0%
Hispanic	31	8.84%	0%	0%	Hispanic	30	55.67%	43.33%	0%
White	1	3%	0%	0%	White	4	38%	0%	0%
LEP	32	8.66%	0%	0%	LEP	20	73.60%	65.00%	0%
Special Ed Indicator	0	0.00%	0%	0%	Special Ed Indicator	1	38.00%	0%	0%

Early Childhood Math Progress Measure 1

EXAMPLE: The percent of PreK students improvement from BOY to EOY in Approaches grade level or above in math on the Math Universal Screener End of Year Part 1 will increase from **31% to 40% by June 2024.**

Part 1 - Shapes, Coins, Nimerals 0-20. Counting 1:1, Correspondence

Yearly Target Goals

2020			2021		2022		2023		2024	
BOY	EOY	% Δ	4%	36%	31%	33%	36%	40%		

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of K students that score on grade level or above in math on the Computational Fluency Screener (MOY and EOY) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020		2021		2022		2023		2024	
MOY	EOY	40%	75%	43%	78%	47%	82%	50%	85%