

Sulphur Springs Independent School District

Douglass ECLC

2019-2020 Campus Improvement Plan



Mission Statement

The mission of the Sulphur Springs Independent School District is to provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives. The district shares with parents and the community the responsibility of promoting high standards and expectations as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

Vision

Educating All Students to Their Fullest Potential

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Douglass Early Childhood Learning Center serves a current enrollment of 226 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. The class average for the Head Start 3 classrooms is 17 students per classroom; Head Start 4 has 20 students per classroom; and Pre-Kindergarten classes have class averages of twelve.

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 (2) 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 (22) 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 10/02/2018 are as follows:

Student Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	19%	Economically Disadvantaged	97.7%
Hispanic	36%	English Language Learners	20%
White	38%	At-Risk	5%
American Indian	<1%	Gifted and Talented	0%
Asian	<1%	Special Education	10%
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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of economically disadvantaged students is 97.7%. **Root Cause:** Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2: A percent score of 41.35% was earned by the All Students group on EOY Kindergarten Universal Screener. **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 Academic Achievement

Student Academic Achievement 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, teacher checklists, the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire – Social Emotional), the Kindergarten Universal Screener, 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 Kindergarten Universal Screener (locally-developed screener to test Kindergarten standards) at the beginning of year (BOY), middle of year (MOY), 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 Universal 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. Its on-going observation and administered three times per year (Wave 1 – Beginning of Year; Wave 2 – Middle of Year; and Wave 3 – End of Year).

Student Academic Achievement Strengths

Strengths in Student Academic Achievement include:

1. Douglass ECLC has high expectations for all students.
2. Teachers and assistants 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 67% to 80%, students scoring on age level or above.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The EL student group had a score of 35.93% on the EOY Kindergarten Universal Screener in English Language Arts and Reading.

Root Cause: Language acquisition challenges are a struggle for these learners.

Problem Statement 2: On the Kaplan LAP-3, Language domain, 30% 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, writing, science, and social studies. A plethora of instructional strategies/programs and resources, including technology, Capturing Kids' Hearts, Fundamental Five, Daily Five, and Reading A-Z will be implemented.

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 faculty/staff will receive at least twelve hours of professional development to satisfy Exchange Time requirements. 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: Allergy and Anaphylaxis, Bloodborne Pathogens, Bullying Prevention for School Personnel, Child Abuse Responsibilities, Cyberbullying for Educators, FERPA and PPRA in Schools, Sexual Harrassment for Educators, and Suicide Awareness and Prevention.

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. A day of Capturing Kids' Hearts Refresher/Recharge is currently being planned for the Process Champions Team.

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, and Capturing Kids' Hearts.

Douglass ECLC is committed to hiring and retaining highly-qualified teachers. 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 trainings will equip both new and seasoned teachers to be successful educators.

To promote college and career readiness, faculty and students participate in My College Mondays by wearing their favorite college apparel or team colors.

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 participated 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: 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 2: PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time. **Root Cause:** Scheduling conflicts from previous years did not allow adequate time for PLCs.

Problem Statement 3: While strategies for behavior and classroom management are being implemented, teachers continue to spend instructional time on redirecting and teaching acceptable behaviors. **Root Cause:** Teachers need time for team and relationship building.

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, 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.

In addition to the Head Start and Pre-Kindergarten standards, students are taught, through character education, the soft skills they need to ensure they reach their full potential and become productive citizens. Through monthly lessons, students learn about key components for success through the acrostic, WILDCATS:

Work Ethic

Integrity

Listening

Demeanor

Communication

Adaptability

Teamwork

Sound Judgment

We are committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. 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 to 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. Character and classroom management strategies are implemented.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its security measures. **Root Cause:** Growing dangers in our society

Problem Statement 2: Although there are many opportunities for parental involvement, we don't have 100% participation. **Root Cause:** Work schedules and lack of transportation interfere with opportunities to be involved.

Priority Problem Statements

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 2: The percentage of economically disadvantaged students is 97.7%.

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 3: The EL student group had a score of 35.93% on the EOY Kindergarten Universal Screener in English Language Arts and Reading.

Root Cause 3: Language acquisition challenges are a struggle for these learners.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: A percent score of 41.35% was earned by the All Students group on EOY Kindergarten Universal Screener.

Root Cause 4: 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 4 Areas: Demographics

Problem Statement 5: On the Kaplan LAP-3, Language domain, 30% of students scored below their developmental age on end of year testing..

Root Cause 5: 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 5 Areas: Student Academic Achievement

Problem Statement 6: PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time.

Root Cause 6: Scheduling conflicts from previous years did not allow adequate time for PLCs.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: To better protect all stakeholders, SSISD seeks to enhance its security measures.

Root Cause 7: Growing dangers in our society

Problem Statement 7 Areas: Perceptions

Problem Statement 8: While strategies for behavior and classroom management are being implemented, teachers continue to spend instructional time on redirecting and teaching acceptable behaviors.

Root Cause 8: Teachers need time for team and relationship building.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Although there are many opportunities for parental involvement, we don't have 100% participation.

Root Cause 9: Work schedules and lack of transportation interfere with opportunities to be involved.

Problem Statement 9 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

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 Source(s) 1: Wave 3, end of year Cognitive scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>1) Continued use of supplemental reading programs of instruction that include, but are not limited to, Spalding, and Reading A-Z.</p>	2.4, 2.5, 2.6	Academic Specialist	Student cognitive scores, letter knowledge will increase.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 6000.00</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>2) Classroom teachers and administrators will deepen their understanding of and ability to address the specific academic needs of all students.</p>	2.4, 2.5	Principal Academic Specialist	<p>Increase in student's academic achievement as demonstrated by:</p> <p>(1) teacher implementation of Daily 5 (2) the increased use of Reading A-Z (3) the use of data from the assessments (4) teacher implementation of IXL computer program for practice.</p>				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 211 Title I, Part A - 3000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:



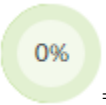

Demographics
Problem Statement 1: The percentage of economically disadvantaged students is 97.7%. Root Cause 1: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.
Problem Statement 2: A percent score of 41.35% was earned by the All Students group on EOY Kindergarten Universal Screener. Root Cause 2: While the universal screener was locally-developed for Kindergarten, it is a good indication of the learning gaps that need to be closed.
Student Academic Achievement
Problem Statement 1: The EL student group had a score of 35.93% on the EOY Kindergarten Universal Screener in English Language Arts and Reading. Root Cause 1: Language acquisition challenges are a struggle for these learners.
Problem Statement 2: On the Kaplan LAP-3, Language domain, 30% of students scored below their developmental age on end of year testing.. Root Cause 2: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

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 achieve a score of at least 45% on the Kindergarten ELAR Universal Screener administered in April.

Evaluation Data Source(s) 2: PreKindergarten scores on the Kindergarten Universal Screener

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>1) Provide supplementary services and resources, including IXL, Spalding, and Reading A-Z to increase the academic achievement of students.</p>	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in student achievement in all content areas				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 199 PIC 34 State Comp Ed, PreKindergarten - 80000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of economically disadvantaged students is 97.7%. Root Cause 1: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.
Problem Statement 2: A percent score of 41.35% was earned by the All Students group on EOY Kindergarten Universal Screener. Root Cause 2: While the universal screener was locally-developed for Kindergarten, it is a good indication of the learning gaps that need to be closed.
Student Academic Achievement
Problem Statement 1: The EL student group had a score of 35.93% on the EOY Kindergarten Universal Screener in English Language Arts and Reading. Root Cause 1: Language acquisition challenges are a struggle for these learners.

Student Academic Achievement

Problem Statement 2: On the Kaplan LAP-3, Language domain, 30% of students scored below their developmental age on end of year testing.. **Root Cause 2:** The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

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/safety initiatives.

Evaluation Data Source(s) 1: Campus Emergency Preparedness Manual

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Continue utilizing safety support systems in place, including the Campus Police Officer, safety drills, the Raptor System, two-way radios, the Rave Panic Button phone app, and the Emergency Preparedness Plan.		Principal Police Officer	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.				
Problem Statements: School Processes & Programs 3 - Perceptions 1							

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 3: While strategies for behavior and classroom management are being implemented, teachers continue to spend instructional time on redirecting and teaching acceptable behaviors. Root Cause 3: Teachers need time for team and relationship building.
Perceptions
Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its security measures. Root Cause 1: Growing dangers in our society

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 Source(s) 2: CLASS Observation Sheet and scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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> <p>1) Continue the implementation of Capturing Kids' Hearts, character education, Conscious Discipline, and CLASS (Classroom Assessment Scoring System).</p>	2.4, 2.5, 2.6	Principal Academic Specialist	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>Problem Statements: School Processes & Programs 1, 2, 3 - Perceptions 2 Funding Sources: 211 Title I, Part A - 2000.00</p>							
							

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>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.</p>
<p>Problem Statement 2: PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time. Root Cause 2: Scheduling conflicts from previous years did not allow adequate time for PLCs.</p>
<p>Problem Statement 3: While strategies for behavior and classroom management are being implemented, teachers continue to spend instructional time on redirecting and teaching acceptable behaviors. Root Cause 3: Teachers need time for team and relationship building.</p>

Perceptions


Problem Statement 2: Although there are many opportunities for parental involvement, we don't have 100% participation. **Root Cause 2:** Work schedules and lack of transportation interfere with opportunities to be involved.

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 Source(s) 1: CLASS Observation Sheet and scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Level 1: Strong School Leadership and Planning Level 2: Effective, Well-Supported Teachers</p> <p>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>	2.4, 2.5	Academic Specialist	Increase in overall student academic performance across all content areas				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 2							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Level 1: Strong School Leadership and Planning Level 4: High-Quality Curriculum Level 5: Effective Instruction</p> <p>2) Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement.</p>	2.4, 2.5	Principal Academic Specialist	Staff will effectively use the instructional delivery to reach students of all levels.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2							
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percentage of economically disadvantaged students is 97.7%. **Root Cause 1:** Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2: A percent score of 41.35% was earned by the All Students group on EOY Kindergarten Universal Screener. **Root Cause 2:** While the universal screener was locally-developed for Kindergarten, it is a good indication of the learning gaps that need to be closed.

Student Academic Achievement

Problem Statement 1: The EL student group had a score of 35.93% on the EOY Kindergarten Universal Screener in English Language Arts and Reading. **Root Cause 1:** Language acquisition challenges are a struggle for these learners.

Problem Statement 2: On the Kaplan LAP-3, Language domain, 30% of students scored below their developmental age on end of year testing. **Root Cause 2:** 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

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 2: PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time. **Root Cause 2:** Scheduling conflicts from previous years did not allow adequate time for PLCs.

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

Performance Objective 2: Continue to retain at least 95% of faculty and staff, with little or no turnover rate.

Evaluation Data Source(s) 2: TAPR reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Implementation of support systems, including New Teacher Academy, District of Innovation, and Mentors		Principal Academic Specialist	Continue to retain exceptional staff, while giving support to newly hired and retained staff members.				
Problem Statements: School Processes & Programs 1, 2							
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.		Principal	Increase in positive classroom environment; increase in self-regulation by students; decrease in discipline referrals and time off task				
							

Performance Objective 2 Problem Statements:

School Processes & Programs
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 2: PLC time needs to be spent more effectively, transitioning from a meeting to a more collaborative time. Root Cause 2: Scheduling conflicts from previous years did not allow adequate time for PLCs.

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 Source(s) 1: Parent Surveys, newsletters

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities.	3.1, 3.2	Principal Head Start Family Services Specialists	Increase in overall involvement and positive interactions with all stakeholders				
Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 2000.00							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Although there are many opportunities for parental involvement, we don't have 100% participation. Root Cause 2: Work schedules and lack of transportation interfere with opportunities to be involved.

State Compensatory

Personnel for Douglass ECLC:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Hernandez	Pre-K Aide	Pre-K	1.0
Ammy Solis	Pre-K Aide	Pre-K	1.0
Cheryl Blount	Pre-K Teacher	Pre-K	.375
LaTosha Utt	Pre-K Teacher	Pre-K	.375
Tammie Mattison	Pre-K Teacher	Pre-K	.375

Title I Schoolwide Elements

ELEMENT 1. SWP 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, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The campus must provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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, paraprofessionals 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 campus must provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP.

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 must provide the date(s) that the CIP was revised and/or evaluated.

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 must indicate locations where the LEA made the CIP available.

The campus must indicate languages in which the CIP was distributed.

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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 campus must indicate how the Parent and Family Engagement Policy was distributed.

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed.

3.2: 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.

The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.

Campus Advisory Council

Committee Role	Name	Position
Parent	Jennifer Barnes	Parent Representative
Parent	Siana Campbell	Parent Representative
Community Representative	Robbin Vaughn	Community Representative
Community Representative	Johanna Hicks	Community Representative
Business Representative	Freddie Taylor	Business Representative
Business Representative	Remona Hynson	Business Representative
Classroom Teacher	Allison Miesse	ECSE Teacher
Classroom Teacher	Emily Emerine	Head Start 3 Teacher
Classroom Teacher	Nancy Potts	Head Start 3 Teacher
Classroom Teacher	Karri Kerby	Head Start 4 Teacher
Classroom Teacher	Amanda Nabors	Head Start 4 Teacher
Classroom Teacher	Crystal Cervantes Sanchez	Head Start 4 DLE Teacher
Classroom Teacher	Lisa Spencer	Head Start 4 Teacher
Classroom Teacher	Cheryl Blount	Pre-Kindergarten Teacher
Classroom Teacher	Adriana Salas	Pre-Kindergarten DLE Teacher
Classroom Teacher	Tosha Utt	Pre-Kindergarten Teacher
Administrator	Sherry Sinclair	Academic Specialist/Asst. Head Start Director
Administrator	Angela Edwards	Principal/Head Start Director
District-level Professional	Lacy Coker	Speech Language Pathologist

Policy Council

Committee Role	Name	Position
Parent	Caitlyn Litzler	President
Parent	Siana Campbell	Vice President
Parent	Jennifer Barnes	Secretary
Parent	Bryan Bell	Assistant Secretary
Parent	Jurreka Timmons	Parent Representative
Parent	Itzel Chavez	Parent Representative
Community Representative	Marilyn Perez	Community Representative
Community Representative	Robbin Vaughn	School Board Liaison

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		\$80,000.00
Sub-Total					\$80,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$4,000.00
1	1	1	CoGat		\$2,000.00
1	1	2	IXL		\$3,000.00
2	2	1	Capturing Kids' Hearts Training		\$2,000.00
4	1	1	Title I Parent Involvement Funding		\$2,000.00
Sub-Total					\$13,000.00
Grand Total					\$93,000.00

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%

ELAR KINDERGARTEN BOY	2017-2018				ELAR KINDERGARTEN MOY	2017-2018				ELAR KINDERGARTEN EOY	2017-2018			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	189	10.81%	0%	0%	All Students	193	32.31%	2%	0%	All Students	201	45.00%	7%	0%
Economic Disadvantage	170	10.66%	0%	0%	Economic Disadvantage	159	28.74%	1%	0%	Economic Disadvantage	164	40.00%	6%	0%
Asian	4	22%	0%	0%	Asian	2	72%	0%	0%	Asian	3	56%	0%	0%
Black/African American	40	15.60%	0%	0%	Black/African American	41	36.68%	5%	0%	Black/African American	41	47.00%	10%	0%
Hispanic	50	8.50%	0%	0%	Hispanic	51	29.55%	0%	0%	Hispanic	52	44.00%	6%	0%
Two or More Races	9	15.56%	0%	0%	Two or More Races	9	42.22%	0%	0%	Two or More Races	11	50.00%	0%	0%
White	86	8.92%	0%	0%	White	90	30.00%	1%	0%	White	94	44.00%	9%	0%
Female	94	12.82%	0%	0%	Female	100	32.45%	2%	0%	Female	104	47.00%	10%	0%
Male	95	8.83%	0%	0%	Male	93	32.15%	1%	0%	Male	97	43.00%	5%	0%
LEP	18	11.78%	0%	0%	LEP	17	23.71%	0%	0%	LEP	18	33.00%	0%	0%
Special Ed Indicator	8	21%	0%	0%	Special Ed Indicator	8	54%	0%	0%	Special Ed Indicator	8	61%	13%	0%

ENGLISH (ELAR) KINDERGARTEN BOY	2018-2019				ENGLISH (ELAR) KINDERGARTEN MOY	2018-2019				ENGLISH (ELAR) KINDERGARTEN EOY	2018-2019			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	173	9.00%	3%	0%	All Students	192	25.64%	8%	0%	All Students	194	41.35%	27%	1%
Economic Disadvantage	173	9.00%	3%	0%	Economic Disadvantage	192	25.64%	8%	0%	Economic Disadvantage	194	41.35%	27%	1%
Asian	1	57%	0%	0%	Asian	1	72%	100%	0%	Asian	1	89%	100%	0%
Black/African American	46	10.00%	7%	0%	Black/African American	43	24.63%	9%	0%	Black/African American	44	37.89%	25%	5%
Hispanic	41	6.00%	2%	0%	Hispanic	51	21.47%	6%	0%	Hispanic	53	37.38%	21%	0%
Two or More Races	10	15.00%	0%	0%	Two or More Races	13	35.92%	15%	0%	Two or More Races	12	59.00%	58%	0%
White	75	9.00%	1%	0%	White	84	26.55%	6%	0%	White	84	42.58%	26%	0%
Female	81	6.00%	1%	0%	Female	89	23.62%	6%	0%	Female	90	40.18%	23%	1%
Male	92	11.00%	4%	0%	Male	103	27.39%	10%	0%	Male	104	42.37%	30%	1%
LEP	4	4.00%	0%	0%	LEP	15	20.47%	0%	0%	LEP	15	35.93%	20%	0%
Special Ed Indicator	10	11%	10%	0%	Special Ed Indicator	25	21%	4%	0%	Special Ed Indicator	29	30%	21%	0%

SPANISH (SLAR) KINDERGARTEN BOY	2018-2019				SPANISH (SLAR) KINDERGARTEN MOY	2018-2019				SPANISH (SLAR) KINDERGARTEN EOY	2018-2019			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	47	9.74%	0%	0%	All Students	44	45.64%	0%	0%	All Students	45	66.07%	62%	0%
Economic Disadvantage	46	9.13%	0%	0%	Economic Disadvantage	43	44.91%	0%	0%	Economic Disadvantage	44	65.50%	61%	0%
Hispanic	46	9.96%	0%	0%	Hispanic	44	45.64%	0%	0%	Hispanic	45	66.07%	62%	0%
Female	26	9.92%	0%	0%	Female	24	50.08%	0%	0%	Female	24	72.79%	79%	0%
Male	21	9.52%	0%	0%	Male	20	40.30%	0%	0%	Male	21	58.38%	43%	0%
LEP	45	10.18%	0%	0%	LEP	44	45.64%	0%	0%	LEP	45	66.07%	62%	0%
Special Ed Indicator	1	1%	0%	0%	Special Ed Indicator	1	14%	0%	0%	Special Ed Indicator	1	24%	0%	0%

Mathematics Part 1 KINDERGARTEN BOY	2017-2018				Mathematics Part 1 KINDERGARTEN MOY	2017-2018				Mathematics Part 1 KINDERGARTEN EOY	2017-2018			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	222	30.60%	0.00%	0%	All Students	226	52.71%	8%	1%	All Students	235	64.50%	14%	3%
Economic Disadvantage	179	29.26%	1.00%	0%	Economic Disadvantage	180	50.36%	7%	1%	Economic Disadvantage	186	62.42%	15%	3%
American Indian / Alaskan Native	1	38.00%	0.00%	0%	American Indian / Alaskan Native	1	40.00%	0%	0%	American Indian / Alaskan Native	1	50.00%	0%	0%
Asian	4	45%	0%	0%	Asian	2	88%	0%	0%	Asian	3	71%	0%	0%
Black/African American	40	34.53%	0.00%	0%	Black/African American	41	54.68%	12%	2%	Black/African American	41	67.05%	24%	7%
Hispanic	82	26.27%	1.00%	0%	Hispanic	83	50.53%	8%	1%	Hispanic	85	63.54%	12%	4%
Two or More Races	9	33.33%	0.00%	0%	Two or More Races	9	63.33%	0%	0%	Two or More Races	11	66.00%	27%	0%
White	86	31.88%	0.00%	0%	White	90	52.11%	7%	1%	White	94	64.01%	18%	1%
Female	110	31.35%	0.00%	0%	Female	116	51.84%	5%	1%	Female	120	62.76%	12%	3%
Male	112	29.88%	1.00%	0%	Male	110	53.62%	11%	2%	Male	115	66.31%	23%	3%
LEP	51	25.12%	2.00%	0%	LEP	50	48.14%	4%	0%	LEP	52	60.08%	6%	0%
Special Ed Indicator	10	30%	10%	0%	Special Ed Indicator	9	62%	22%	11%	Special Ed Indicator	9	70%	33%	11%

Mathematics Part 2 KINDERGARTEN BOY	2017-2018				Mathematics Part 2 KINDERGARTEN MOY	2017-2018				Mathematics Part 2 KINDERGARTEN EOY	2017-2018			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	211	9.85%	0.00%	0%	All Students	226	21.93%	5%	4%	All Students	235	30.38%	9%	9%
Economic Disadvantage	172	9.32%	0.00%	0%	Economic Disadvantage	180	20.85%	5%	3%	Economic Disadvantage	186	28.09%	8%	8%
American Indian / Alaskan Native	1	1.00%	0.00%	0%	American Indian / Alaskan Native	1	14.00%	0%	0%	American Indian / Alaskan Native	1	13.00%	0%	0%
Asian	4	11%	0%	0%	Asian	2	25%	0%	0%	Asian	3	30%	0%	0%
Black/African American	38	13.79%	0.00%	0%	Black/African American	41	24.22%	7%	5%	Black/African American	41	31.88%	10%	10%
Hispanic	81	7.72%	0.00%	0%	Hispanic	83	18.88%	4%	2%	Hispanic	85	29.86%	7%	7%
Two or More Races	7	10.29%	0.00%	0%	Two or More Races	9	24.22%	0%	0%	Two or More Races	11	27.55%	0%	0%
White	80	10.18%	0.00%	0%	White	90	23.51%	7%	6%	White	94	30.73%	12%	12%
Female	104	11.38%	0.00%	0%	Female	116	23.17%	6%	3%	Female	120	30.66%	8%	8%
Male	107	8.36%	0.00%	0%	Male	110	20.63%	5%	5%	Male	115	30.10%	10%	10%
LEP	51	6.45%	0.00%	0%	LEP	50	17.28%	2%	2%	LEP	52	26.79%	4%	4%
Special Ed Indicator	10	6%	0%	0%	Special Ed Indicator	9	35%	22%	22%	Special Ed Indicator	9	41%	22%	22%

Mathematics Part 3 KINDERGARTEN BOY	2017-2018				Mathematics Part 3 KINDERGARTEN MOY	2017-2018				Mathematics Part 3 KINDERGARTEN EOY	2017-2018			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	211	3.32%	0%	0%	All Students	226	18.14%	4%	3%	All Students	223	28.18%	11%	10%
Economic Disadvantage	172	2.62%	0%	0%	Economic Disadvantage	180	15.28%	3%	2%	Economic Disadvantage	195	25.82%	9%	9%
American Indian / Alaskan Native	1	0.00%	0%	0%	American Indian / Alaskan Native	1	0.00%	0%	0%	American Indian / Alaskan Native	1	0.00%	0%	0%
Asian	4	0%	0%	0%	Asian	2	0%	0%	0%	Asian	3	8%	0%	0%
Black/African American	38	5.26%	0%	0%	Black/African American	41	20.73%	7%	5%	Black/African American	41	30.49%	12%	12%
Hispanic	81	1.54%	0%	0%	Hispanic	83	14.46%	1%	1%	Hispanic	73	24.32%	8%	8%
Two or More Races	7	3.57%	0%	0%	Two or More Races	9	8.33%	0%	0%	Two or More Races	11	25.00%	9%	9%
White	80	4.38%	0%	0%	White	90	21.94%	4%	4%	White	94	31.49%	13%	11%
Female	104	3.37%	0%	0%	Female	116	17.67%	3%	3%	Female	116	30.04%	13%	12%
Male	107	3.27%	0%	0%	Male	110	18.64%	4%	4%	Male	107	26.17%	8%	7%
LEP	51	0.00%	0%	0%	LEP	50	8.00%	0%	0%	LEP	39	10.26%	0%	0%
Special Ed Indicator	10	0%	0%	0%	Special Ed Indicator	9	31%	11%	11%	Special Ed Indicator	11	25%	9%	9%

Mathematics Part 1 KINDERGARTEN BOY	2018-2019				Mathematics Part 1 KINDERGARTEN MOY	2018-2019				Mathematics Part 1 KINDERGARTEN EOY	2018-2019			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	230	31.96%	6%	0%	All Students	236	51.22%	19%	1%	All Students	239	64.00%	45%	7%
Economic Disadvantage	229	31.83%	6%	0%	Economic Disadvantage	235	51.06%	19%	1%	Economic Disadvantage	238	63.85%	45%	6%
Asian	1	78%	100%	0%	Asian	1	90%	100%	0%	Asian	1	93%	100%	0%
Black/African American	46	27.91%	9%	0%	Black/African American	43	45.86%	16%	2%	Black/African American	44	56.84%	34%	5%
Hispanic	90	32.39%	6%	0%	Hispanic	95	54.43%	24%	1%	Hispanic	98	67.80%	54%	10%
Two or More Races	13	41.77%	8%	0%	Two or More Races	13	52.92%	15%	0%	Two or More Races	12	69.75%	42%	17%
White	80	31.63%	4%	0%	White	84	49.62%	15%	0%	White	84	62.15%	40%	2%
Female	111	28.96%	5%	0%	Female	113	50.04%	16%	1%	Female	114	63.11%	42%	5%
Male	119	34.76%	8%	0%	Male	123	52.31%	23%	1%	Male	125	64.81%	48%	8%
LEP	59	31.27%	5%	0%	LEP	59	57.76%	27%	2%	LEP	60	70.78%	63%	13%
Special Ed Indicator	16	25%	6%	0%	Special Ed Indicator	26	32%	12%	0%	Special Ed Indicator	30	40%	20%	0%

Mathematics Part 2 KINDERGARTEN BOY	2018-2019				Mathematics Part 2 KINDERGARTEN MOY	2018-2019				Mathematics Part 2 KINDERGARTEN EOY	2018-2019			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	229	10.12%	0%	0%	All Students	236	17.33%	2%	1%	All Students	239	30.17%	11%	10%
Economic Disadvantage	228	10.11%	0%	0%	Economic Disadvantage	235	17.24%	2%	1%	Economic Disadvantage	238	29.88%	11%	10%
Asian	1	12%	0%	0%	Asian	1	39%	0%	0%	Asian	1	100%	100%	100%
Black/African American	46	10.30%	0%	0%	Black/African American	43	17.84%	5%	2%	Black/African American	44	27.07%	11%	11%
Hispanic	90	9.76%	1%	1%	Hispanic	95	18.87%	2%	2%	Hispanic	98	34.59%	14%	14%
Two or More Races	13	12.08%	0%	0%	Two or More Races	13	18.08%	0%	0%	Two or More Races	12	30.42%	8%	8%
White	79	10.08%	0%	0%	White	84	14.95%	0%	0%	White	84	25.77%	6%	5%
Female	111	9.32%	0%	0%	Female	113	17.06%	1%	1%	Female	114	29.59%	11%	11%
Male	118	10.86%	1%	1%	Male	123	17.58%	2%	2%	Male	125	30.70%	11%	10%
LEP	59	10.46%	2%	2%	LEP	59	21.22%	2%	2%	LEP	60	36.97%	15%	15%
Special Ed Indicator	15	6%	0%	0%	Special Ed Indicator	26	8%	0%	0%	Special Ed Indicator	30	14%	3%	3%

Mathematics Part 3 KINDERGARTEN BOY	2018-2019				Mathematics Part 3 KINDERGARTEN MOY	2018-2019				Mathematics Part 3 KINDERGARTEN EOY	2018-2019			
	Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level		Total Tested	Percent Score	Approaches Grade Level	Masters Grade Level
All Students	224	4.02%	0%	0%	All Students	236	19.07%	2%	2%	All Students	239	28.62%	10%	4%
Economic Disadvantage	223	4.04%	0%	0%	Economic Disadvantage	235	18.94%	2%	2%	Economic Disadvantage	238	28.53%	10%	4%
Asian	1	0%	0%	0%	Asian	1	100%	100%	100%	Asian	1	100%	100%	100%
Black/African American	45	6.11%	0%	0%	Black/African American	43	13.37%	2%	0%	Black/African American	44	27.61%	9%	7%
Hispanic	88	1.42%	0%	0%	Hispanic	95	18.42%	2%	2%	Hispanic	98	27.04%	8%	4%
Two or More Races	13	9.62%	0%	0%	Two or More Races	13	23.08%	0%	0%	Two or More Races	12	41.67%	25%	0%
White	77	4.87%	0%	0%	White	84	21.13%	1%	1%	White	84	28.27%	8%	2%
Female	109	3.90%	0%	0%	Female	113	18.36%	3%	2%	Female	114	27.54%	8%	4%
Male	115	4.13%	0%	0%	Male	123	19.72%	2%	2%	Male	125	29.60%	11%	5%
LEP	57	0.00%	0%	0%	LEP	59	19.49%	2%	2%	LEP	60	28.17%	7%	3%
Special Ed Indicator	11	0%	0%	0%	Special Ed Indicator	26	4%	0%	0%	Special Ed Indicator	30	13%	7%	3%