

Sulphur Springs Independent School District

Douglass ECLC

2024-2025 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 218 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 20 students per classroom; and Pre-Kindergarten classes have class averages of 12.

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; (2) Head Start 4 and (1) Pre-Kindergarten teacher serves the ESL students; and (21) 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 09/28/2024 are as follows:

Student Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	16%		Economically Disadvantaged	89%
Hispanic	44%		English Language Learners	23.9%
White	29%		At-Risk	21%
	<1%		Gifted and Talented	0%
Asian	<1%		Special Education	4%
Pacific Islander	0%			
Two or More Races	9%			

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 24.6% was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2024-2025. **Root Cause:** While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, 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, School Readiness Assessment (SRA), the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire – Social Emotional), and the CLI Engage, Texas School Readiness.

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 School Readiness Assessment (SRA) (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 School Readiness Assessment (SRA) assesses shape identification, sorting, 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 CLI Engage, Texas School Readiness provides a systematic method for observing the skill development of any child, including children with disabilities. It is a criterion-referenced assessment instrument, which measures the development in the domains of Language Development & Knowledge, Cognitive Development & Knowledge, Early Writing, Approaches to Learning, Physical Development and Social/Emotional Development. 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 CLI Engage, 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 CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning 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, Conscious Discipline, Fundamental Five, Daily Five, SeeSaw, IXL, Discovery Educations, and Khan Academy 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. 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
- Mental Health SB460 Part 1
- Bloodborne Pathogens
- Cybersecurity Awareness for Educators
- Human Trafficking Awareness
- Trauma Informed Care in Education
- Establishing Positive Relationships

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, Google Drive, 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.

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), Khan Academy, Discovery Education, Epic, and Conscious Discipline.

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.
4. Teachers and staff are committed to building relationships with staff, student, and their families
5. During PLC time our 4 year old students participate in enrichment activities that include are, story time, music, technology, social emotional, etc.
6. We provide site-based ongoing coaching.
7. We have one-to-one devices for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We want campus wide implementation of Conscious Discipline. **Root Cause:** We have not had formal Conscious Discipline training in the last several years.

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.

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:** School threats for safety, increase fewer opportunities 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. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Priority Problem Statements

Problem Statement 1: We want campus wide implementation of Conscious Discipline.

Root Cause 1: We have not had formal Conscious Discipline training in the last several years.

Problem Statement 1 Areas: School Processes & Programs

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 3: A percent score of 24.6% was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2024-2025.

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning 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 5: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures.

Root Cause 5: Growing needs in our society, including social emotional needs

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Although there are many opportunities for parental involvement, we don't have 100% participation.

Root Cause 6: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Research indicates there is an increase in social emotional needs as well as mental health concerns.

Root Cause 7: School threats for safety, increase fewer opportunities for socializing

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

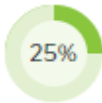
Revised/Approved: October 8, 2024


Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.





Performance Objective 1: At least 80% of all students will score on age level or above age level in the Cognitive & Knowledge domain of the CLI Engage, on end of year testing, or Wave 3.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Continued use of supplemental programs of instruction that include, but are not limited to, Khan Academy, Epic, and Discovery Education Strategy's Expected Result/Impact: Student cognitive scores, letter knowledge will increase. Staff Responsible for Monitoring: Academic Specialist Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 Funding Sources: Discovery Education - 211 Title I, Part A, Khan Academy - 211 Title I, Part A - \$3,100	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Classroom teachers and administrators will deepen their understanding of and ability to address the specific academic needs of all students. Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by: (1) the increased use of Discovery Education (2) the use of data from the assessments (3) teacher implementation of Khan Academy computer program for practice Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Khan Academy - 211 Title I, Part A - \$3,000, Discovery Educations - 211 Title I, Part A		Formative			Summative
		Nov	Feb	Apr	June
					

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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: A percent score of 24.6% was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2024-2025. Root Cause: While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

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 (SRA) School Readiness Assessment; and increase by 45% on the (SRA) School Readiness Assessment administered in April.

Evaluation Data Sources: Scores on the (SRA) School Readiness Assessment

Strategy 1 Details	Reviews			
Strategy 1: Provide supplementary services and resources, including Khan Academy , Epic, and Discovery Education to increase the academic achievement of students. Strategy's Expected Result/Impact: Increase in student achievement in all content areas Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Supplemental Pre-K Personnel Costs - 199 PIC 34 State Comp Ed, Prekindergarten - \$113,074	Formative			Summative
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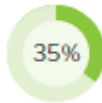




Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: A percent score of 24.6% was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2024-2025. Root Cause: While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

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

Evaluation Data Sources: Lesson plans; classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Students will experience innovative thinking through problem-solving activities in centers, where they have free choice. Strategy's Expected Result/Impact: Increase in critical thinking Staff Responsible for Monitoring: Teachers Principal Academic Specialist Education Specialist ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning 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.

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

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			
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. 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. Staff Responsible for Monitoring: Principal Police Officer ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increase in effective teamwork, self-control, and self-regulation Staff Responsible for Monitoring: Mental Health and Disabilities Specialist Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We want campus wide implementation of Conscious Discipline. Root Cause: We have not had formal Conscious Discipline training in the last several years.






Perceptions

Problem Statement 1: 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

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

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			
Strategy 1: Continue the implementation of character education, Conscious Discipline, and CLASS (Classroom Assessment Scoring System). 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 Staff Responsible for Monitoring: Principal Academic Specialist - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: A percent score of 24.6% was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2024-2025. Root Cause: While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

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			
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. Strategy's Expected Result/Impact: Increase in overall student academic performance across all content areas Staff Responsible for Monitoring: Academic Specialist - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement. Strategy's Expected Result/Impact: Staff will effectively use the instructional delivery to reach students of all levels. Staff Responsible for Monitoring: Principal Academic Specialist - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics







Problem Statement 1: 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: A percent score of 24.6% was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2024-2025. **Root Cause:** While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

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

Evaluation Data Sources: TAPR reports

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

Performance Objective 2 Problem Statements:






Perceptions

Problem Statement 1: 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

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

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			
Strategy 1: Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities. Strategy's Expected Result/Impact: Increase in overall involvement and positive interactions with all stakeholders Staff Responsible for Monitoring: Principal Head Start Family Services Specialists - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 3 Funding Sources: Title I Parent Involvement Funding - 211 Title I, Part A - \$2,050, Blackboard Connect - 211 Title I, Part A - \$350	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 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 3: 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. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

Performance Objective 2: 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 Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: 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. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Goal 5: We will ensure fiscal accountability through transparency with our stakeholders.

Performance Objective 1: Implement cost-saving measures where possible without compromising the quality of education. Regularly review contracts and purchasing agreement to ensure the school is getting the best value.

Evaluation Data Sources: Parent meetings, Policy Council meetings, CIP meetings

Strategy 1 Details	Reviews			
Strategy 1: Douglass Early Childhood Learning Center will effectively communicate meaningful information to ensure the community of stakeholders is well-informed. Strategy's Expected Result/Impact: Increase in overall involvement and positive interactions with all stakeholders. Staff Responsible for Monitoring: Principal, CIP Committee, Policy Council Committee ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


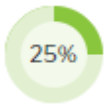




Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Research indicates there is an increase in social emotional needs as well as mental health concerns. Root Cause: School threats for safety, increase fewer opportunities for socializing
Problem Statement 3: 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. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Goal 6: We will monitor, project and plan for district facility needs.

Performance Objective 1: 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: On-going facilities study with stakeholders Strategy's Expected Result/Impact: Determination of the needs for facility upgrades. Staff Responsible for Monitoring: Superintendent ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: A Card Reader will be added to the Vestibule doors that are located in the Douglass entry. Currently, Douglass Early Childhood Learning Center will be updated due to Sulphur Springs passed a bond renovating the campus with a 6.72M budget. Strategy's Expected Result/Impact: Extra security for students and staff Staff Responsible for Monitoring: The campus security officer along with front office staff will monitor the door to allow visitor entrance. ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1 Funding Sources: Card Reader (Safety Grant) - 199 General Fund - 205-81-6629.45-107-424000 - \$15,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 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

State Compensatory

Budget for Douglass ECLC

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.34

Brief Description of SCE Services and/or Programs

State Compensatory Education funds students at risk of dropping out of school. Instructional aides and interventionists are hired at each level to help provide learning support for at-risk students. In addition, Communities in Schools is supported by SCE in order to provide social work support to the At-Risk students on all campuses.

Personnel for Douglass ECLC

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cristina DeLaRosa	Pre-K Aide	1
Curly Drepaul	Pre-K Teacher	0.625
Jennifer Moore	Pre-K Teacher	0.375
Rachel Maib	Pre-K Aide	1
Tammie Mattison	Pre-K Teacher	0.34

Title I

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 y the Local Educational Agency (LEA).

The Campus Needs Assessment was reviewed and revised on October 1, 2024.

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:

- Morgan Lothman, Parent Representative
- Jennifer Cameron, Parent Representative
- Steve Shing, Business Representative
- Ricky Godbolt, Community Representative
- Suzy Rost, Community Representative
- Brenna Tutt, Head Start 3 Teacher
- Alicia Gibson, ECSE 4 Teacher
- Aliah Johnson, Head Start 4 Aide
- Marilyn Perez, Head Start 4 DLE Teacher
- Tammie Mattison, Pre-Kindergarten Teacher
- Shelia Perry, Pre-Kindergarten Aide
- Angelia Sanders, Pre-Kindergarten Aide
- Lacy Coker, Speech Language Pathologist
- Andi Hinton, Educational Diagnostician
- 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 October 1, 2024

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 disadvantage 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.

3.1: 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 School Readiness Assessment Instrument (SRA), and CLI Engage, Texas School Readiness Assessment. The Prekindergarten Checklist was developed using the TEXAS Prekindergarten Guidelines.

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
- FRED- Fathers Reading Every Day
- Positive Solutions for Families

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cristina DeLaRosa	Aide	Prekindergarten	1
Dlayne Perkins	Teacher	Prekindergarten	.375
Kayleigh Caudle	Teacher	Prekindergarten	.375
Makena Walden	Aide	Prekindergarten	1
Tammie Mattison	Teacher	Prekindergarten	.375

Campus Advisory Council

Committee Role	Name	Position
Business Representative	Steve Shing	Business Representative
Community Representative	Suzy Rost	Community Representative
District Level Professional	Andi Hinton	Educational Diagnostician
Classroom Paraprofessional	Aliah Johnson	HS Paraprofessional
Classroom Paraprofessional	Shelia Perry	Prek Paraprofessional
Classroom Paraprofessional	Angelia Sanders	Paraprofessional
Parent	Jennifer Cameron	Parent
Parent	Morgan Lothman	Parent
Classroom Teacher	Tammie Mattison	Prekindergarten Teacher
Classroom Teacher	Marilyn Perez	HS 4 Bilingual Teacher
Classroom Teacher	Brenna Tutt	HS 3 Teacher
Classroom Teacher	Alicia Gibson	Special Education Teacher
District-level Professional	Lacy Coker	Speech Language Pathologist
Administrator	Amanda Ridner	Administrator
Administrator	Sherry Sinclair	Principal/Head Start Director
Community Representative	Ricky Godbolt	Community Representative

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Card Reader (Safety Grant)	205-81-6629.45-107-424000	\$15,000.00
Sub-Total					\$15,000.00
Budgeted Fund Source Amount					\$664,004.00
+/- Difference					\$649,004.00
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
Budgeted Fund Source Amount					\$113,074.00
+/- Difference					\$0.00
205 Headstart Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,442,101.00
+/- Difference					\$1,442,101.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Discovery Education		\$0.00
1	1	1	Khan Academy		\$3,100.00
1	1	2	Khan Academy		\$3,000.00
1	1	2	Discovery Educations		\$0.00
4	1	1	Title I Parent Involvement Funding		\$2,050.00
4	1	1	Blackboard Connect		\$350.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$8,500.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
225 IDEA B, Preschool Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,365.00
+/- Difference					\$21,365.00
Grand Total Budgeted					\$2,249,044.00
Grand Total Spent					\$136,574.00
+/- Difference					\$2,112,470.00

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 			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <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
11. Sexual Abuse and Maltreatment of Children	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	
12. Student Welfare: Crisis Intervention Programs & Training <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. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Assistant Superintendent for Elementary Education	Student Handbooks
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <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 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	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

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)
Wave 3 (EOY)	34	14%	29	12%	176	74%	(% on or above grade level)
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)
Wave 3 (EOY)	40	17%	26	11%	173	72%	(83% on or above grade level)
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)
Wave 3 (EOY)	40	17%	38	16%	161	67%	(83% on or above grade level)
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)
Wave 3 (EOY)	48	20%	42	18%	149	62%	(80% on or above grade level)
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)
Wave 3 (EOY)	92	38%	36	15%	111	47%	(62% on or above grade level)
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)
Wave 3 (EOY)	39	17%	24	9%	176	74%	(83% on or above grade level)
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)
Wave 3 (EOY)	38	16%	11	5%	190	79%	(84% on or above grade level)

2022-2023	Below Age Level		Age Level		Above Age Level		
	# students	Percent	# students	Percent	# students	Percent	
Gross Motor							
Wave 1 (BOY)	28	14%	44	22%	127	64%	(86% on or above grade level)
Wave 2 (MOY)	35	15%	38	17%	158	68%	
Wave 3 (EOY)	26	11%	23	10%	179	79%	(89% on or above grade level)
Fine Motor							
Wave 1 (BOY)	52	26%	50	25%	97	49%	(74% on or above grade level)
Wave 2 (MOY)	55	24%	37	16%	139	60%	(76% on or above grade level)
Wave 3 (EOY)	30	13%	32	14%	166	73%	(87% on or above grade level)
Pre-Writing							
Wave 1 (BOY)	44	22%	42	21%	113	57%	(78% on or above grade level)
Wave 2 (MOY)	45	19%	38	17%	148	64%	(81% on or above gra de level)
Wave 3 (EOY)	35	15%	31	14%	162	71%	(85% on or above gra de Level)
Cognitive							
Wave 1 (BOY)	46	23%	52	26%	101	51%	(77% on or above grade level)
Wave 2 (MOY)	52	23%	43	18%	136	59%	(77% on or above gra de level)
Wave 3 (EOY)	40	18%	42	18%	146	64%	(82% on or above gra de level)
Language							
Wave 1 (BOY)	86	43%	48	24%	65	33%	(57% on or above grade level)
Wave 2 (MOY)	96	42%	44	19%	91	39%	(58% on or above gra de level)
Wave 3 (EOY)	82	36%	32	14%	114	50%	(64% on or above gra de level)
Self-Help							
Wave 1 (BOY)	46	23%	50	25%	103	52%	(77% on or above grade level)
Wave 2 (MOY)	58	25%	35	15%	138	60%	(75% on or above gra de level)
Wave 3 (EOY)	42	18%	23	10%	163	72%	(82% on or above gra de level)
Personal/Social							
Wave 1 (BOY)	42	21%	22	11%	135	68%	(79% on or above grade level)
Wave 2 (MOY)	43	18%	16	7%	172	75%	(82% on or above gra de level)
Wave 3 (EOY)	28	12%	14	6%	186	82%	(88% on or above gra de level)

CIRCLE Progress Monitoring Benchmark Report 2023-2024

Wave 1

ELAR-English

Measure	On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming	37%	36%	18%	9%
Rapid Vocabulary	63%	30%	6%	1%
Overall Measure	63%	30%	6%	1%
Syllabication	8%	58%	22%	12%
Onset-Rime	14%	55%	19%	11%
Alliteration	5%	59%	24%	12%
Rhyming I	5%	60%	23%	11%
Overall Measure	71%	22%	6%	1%
Listening	22%	47%	19%	12%
Words in a Sentence	8%	57%	23%	12%
Rhyming II	1%	63%	24%	12%
Overall Measure	86%	12%	2%	0%
Letter-Sound Correspondence	0%	0%	0%	0%
Story Retell and Comprehension	56%	37%	7%	0%
Book and Print Knowledge	80%	17%	2%	0%
Early Writing Skills	92%	7%	0%	2%

Math-English

Measure	On Track	Needs Support	Monitor	Out of Range
Rote Counting	8%	57%	24%	11%
Shape Naming	55%	24%	12%	10%
Number Discrimination	66%	21%	5%	8%
Number Naming	33%	41%	16%	9%
Shape Discrimination	65%	23%	6%	6%
Counting Sets	29%	45%	15%	11%
Operations	11%	56%	22%	11%
Overall Measure	82%	14%	4%	0%

ELAR-Spanish

Measure	On Track	Needs Support	Monitor	Out of Range
Letras Rápidas	45%	55%	0%	0%
Vocabulario Rápido 1	50%	50%	0%	0%
Overall Measure	50%	50%	0%	0%
Division silábica	7%	93%	0%	0%
Aliteración	7%	93%	0%	0%
Rimas I	40%	60%	0%	0%
Overall Measure	86%	14%	0%	0%
Escuchar	67%	33%	0%	0%
Palabras de la oración	2%	98%	0%	0%
Rimas II	2%	98%	0%	0%
Overall Measure	90%	10%	0%	0%
Sonidos de Letras	0%	0%	0%	0%
Recontar y comprensión	31%	69%	0%	0%
Libros y material impreso	100%	0%	0%	0%
Escritura temprana	100%	0%	0%	0%

Math-Spanish

Measure	On Track	Needs Support	Monitor	Out of Range
Conteo de memoria	15%	85%	0%	0%
Nombre de las figuras	60%	40%	0%	0%
Reconocimiento de números	75%	25%	0%	0%
Nombre de los números	30%	70%	0%	0%
Reconocimiento de figuras	85%	15%	0%	0%
Conteo de grupos	40%	60%	0%	0%
Operaciones	10%	90%	0%	0%
Overall Measure	95%	5%	0%	0%

CIRCLE Progress Monitoring Benchmark Report

Wave 2

ELAR-English

Measure	On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming	58%	23%	10%	9%
Rapid Vocabulary	75%	18%	5%	2%
Overall Measure	75%	18%	5%	2%
Syllabication	24%	50%	15%	12%
Onset-Rime	37%	42%	12%	8%
Alliteration	8%	56%	22%	13%
Rhyming I	21%	49%	18%	13%
Overall Measure	58%	33%	6%	3%
Listening	43%	29%	16%	12%
Words in a Sentence	15%	50%	22%	13%
Rhyming II	12%	53%	22%	13%
Overall Measure	74%	17%	7%	2%
Letter-Sound Correspondence	67%	15%	0%	17%
Story Retell and Comprehension	67%	24%	6%	3%
Book and Print Knowledge	81%	12%	5%	3%
Early Writing Skills	79%	14%	6%	2%

Math-English

Measure	On Track	Needs Support	Monitor	Out of Range
Rote Counting	26%	45%	18%	11%
Shape Naming	78%	15%	3%	4%
Number Discrimination	74%	15%	6%	6%
Number Naming	54%	25%	13%	8%
Shape Discrimination	79%	13%	2%	5%
Counting Sets	55%	24%	10%	10%
Operations	24%	49%	16%	11%
Overall Measure	86%	11%	2%	1%

ELAR-Spanish

Measure	On Track	Needs Support	Monitor	Out of Range
Letras Rápidas	70%	30%	0%	0%
Vocabulario Rápido 1	42%	58%	0%	0%
Overall Measure	42%	58%	0%	0%
Division silábica	56%	44%	0%	0%
Aliteración	16%	84%	0%	0%
Rimas I	60%	40%	0%	0%
Overall Measure	79%	21%	0%	0%
Escuchar	79%	21%	0%	0%
Palabras de la oración	5%	95%	0%	0%
Rimas II	2%	98%	0%	0%
Overall Measure	67%	33%	0%	0%
Sonidos de Letras	88%	12%	0%	0%
Recontar y comprensión	58%	42%	0%	0%
Libros y material impreso	78%	22%	0%	0%
Escritura temprana	94%	6%	0%	0%

Math-Spanish

Measure	On Track	Needs Support	Monitor	Out of Range
Conteo de memoria	50%	50%	0%	0%
Nombre de las figuras	70%	30%	0%	0%
Reconocimiento de números	75%	25%	0%	0%
Nombre de los números	65%	35%	0%	0%
Reconocimiento de figuras	80%	20%	0%	0%
Conteo de grupos	75%	25%	0%	0%
Operaciones	25%	75%	0%	0%
Overall Measure	90%	10%	0%	0%

CIRCLE Progress Monitoring Benchmark Report

Wave 3

ELAR-English

Measure	On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming	62%	21%	9%	9%
Rapid Vocabulary	70%	21%	6%	3%
Overall Measure	70%	21%	6%	3%
Syllabication	42%	36%	12%	10%
Onset-Rime	48%	33%	11%	8%
Alliteration	21%	48%	19%	13%
Rhyming I	30%	38%	19%	13%
Overall Measure	58%	30%	9%	3%
Listening	46%	29%	14%	11%
Words in a Sentence	30%	39%	18%	13%
Rhyming II	29%	38%	20%	13%
Overall Measure	66%	25%	9%	1%
Letter-Sound Correspondence	71%	13%	0%	16%
Story Retell and Comprehension	83%	13%	3%	1%
Book and Print Knowledge	68%	23%	6%	2%
Early Writing Skills	78%	14%	6%	2%

Math-English

Measure	On Track	Needs Support	Monitor	Out of Range
Rote Counting	44%	31%	16%	10%
Shape Naming	79%	13%	4%	5%
Number Discrimination	85%	8%	3%	4%
Number Naming	67%	16%	10%	7%
Shape Discrimination	85%	9%	1%	5%
Counting Sets	63%	21%	9%	8%
Operations	32%	42%	15%	11%
Overall Measure	82%	12%	5%	1%

ELAR-Spanish

Measure	On Track	Needs Support	Monitor	Out of Range
Letras Rápidas	77%	23%	0%	0%
Vocabulario Rápido 1	47%	51%	2%	0%
Overall Measure	47%	51%	2%	0%
Division silábica	70%	30%	0%	0%
Aliteración	52%	48%	0%	0%
Rimas I	82%	18%	0%	0%
Overall Measure	70%	30%	0%	0%
Escuchar	86%	14%	0%	0%
Palabras de la oración	14%	86%	0%	0%
Rimas II	34%	66%	0%	0%
Overall Measure	73%	27%	0%	0%
Sonidos de Letras	79%	21%	0%	0%
Recontar y comprensión	60%	40%	0%	0%
Libros y material impreso	76%	24%	0%	0%
Escritura temprana	88%	12%	0%	0%

Math-Spanish

Measure	On Track	Needs Support	Monitor	Out of Range
Conteo de memoria	80%	20%	0%	0%
Nombre de las figuras	85%	15%	0%	0%
Reconocimiento de números	75%	25%	0%	0%
Nombre de los números	75%	25%	0%	0%
Reconocimiento de figuras	85%	15%	0%	0%
Conteo de grupos	95%	5%	0%	0%
Operaciones	60%	40%	0%	0%
Overall Measure	90%	10%	0%	0%