

**Early Childhood Literacy Board Outcome Goal/Progress Measure**

**The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 55% to 70% by June 2024.**

*\*Masked data due to small numbers*

**Yearly Target Goals**

<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
55%	58%	62%	66%	70%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	63%	60%	*	*	*	*	*	35%	*	24%	63%	35%
2021	*	65%	62%	*	*	*	*	*	37%	*	26%	65%	37%
2022	*	67%	64%	*	*	*	*	*	39%	*	28%	67%	39%
2023	*	69%	66%	*	*	*	*	*	41%	*	30%	69%	41%
2024	*	71%	68%	*	*	*	*	*	42%	*	32%	71%	43%

**EC Literacy Targeted Professional Development Plan**

- 1. Campus based professional development in the English Language Proficiency Standards and Writing Strategies for ELLs during vertical team meetings.**
- 2. Continue to implement Response-to-Intervention with fidelity.**
- 3. Complete monthly ELPS (English Language Proficiency Standards) classroom walk-throughs and provide feedback.**
- 4. Ensure implementation of campus initiatives (Fundamental 5, Talk Read/Talk Write, Scientific Spelling).**
- 5. Completion of Science of Reading Academies by all ELA teachers.**

**Early Childhood Math Board Outcome Goal/Progress Measure**

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 65% by June 2024.**

*\*Masked data due to small numbers*

**Yearly Target Goals**

<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
57%	59%	61%	63%	65%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	34%	93%	*	*	*	*	2%	25%	*	24%	57%	35%
2021	*	36%	94%	*	*	*	*	5%	27%	*	26%	59%	37%
2022	*	38%	95%	*	*	*	*	7%	29%	*	28%	61%	39%
2023	*	40%	96%	*	*	*	*	9%	31%	*	30%	63%	40%
2024	*	42%	97%	*	*	*	*	10%	33%	*	32%	65%	42%

**EC Math Targeted Professional Development Plan**

- 1. Implement Response-to-Intervention protocol with fidelity.**
- 2. Create master schedule to accommodate tiered intervention and time for vertical team meetings for data dives.**
- 3. Targeted professional development for areas of need for math teachers and math interventionist.**
- 4. Implement researched-based math programs with fidelity.**
- 5. Use district approved math diagnostic programs to assess individual student math abilities, guide instruction and measure growth.**