

Early Childhood Literacy Board Outcome Goal/Progress Measure

The percent of 3rd 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

2020	2021	2022	2023	2024
55%	58%	62%	66%	70%
			<i>Results=54%</i>	

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)	EB	Cont. Enrolled	Non-Cont. Enrolled
2020	*	63%	60%	*	*	*	*	*	35%	*	24%	63%	35%
2021	*	65%	62%	*	*	*	*	*	37%	*	26%	65%	37%
2022	78%	55%	100%	*	100%	*	100%	13%	62%	*	60%	63%	64%
2023	25%	43%	33%	*	50%	*	60%	11%	67%	*	17%	50%	62%
2024	*	71%	68%	*	*	*	*	*	42%	*	32%	71%	43%

EC Literacy Targeted Professional Development Plan

- A. Each teacher will use a reading diagnostic to assess individual student reading abilities, guide instruction and measure growth.
- B. Response to Intervention Meetings will be held regularly by campus administration for the purpose of reviewing student data, assessing progress and, if necessary, adjusting the intervention schedule.
- C. School schedule will provide intervention opportunities in reading which includes a master schedule that supports the implementation of tiered academic interventions.
- D. All teachers will implement language supports and accommodations to ensure growth for students at risk and not performing on grade level.
- E. Utilize decodable texts for early learner and dyslexia intervention tool.
- F. Implementation of trauma-invested strategies and character education.
- G. All teachers will participate in brain-based learning professional development.
- H. Implementation of Professional Learning Communities to support EC teachers.
- I. Implementation of High-Quality Instructional Materials through the Texas COVID Recovery Instructional Materials Support Initiative.

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

2020	2021	2022	2023	2024
57%	59%	61%	63%	65%
			Results=54%	

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	*	41%	67%	*	100%	*	100%	0%	44%	*	40%	45%	70%
2023	25%	21%	33%	*	50%	100%	50%	0%	14%	*	33%	32%	31%
2024	*	42%	97%	*	*	*	*	10%	33%	*	32%	65%	42%

EC Math Targeted Professional Development Plan

- A. Each teacher will use a math diagnostic program to assess individual student reading abilities, guide instruction and measure growth.
- B. School schedule will provide intervention opportunities in math which includes a master schedule that supports the implementation of tiered academic interventions.
- C. All teachers will implement language supports and accommodations to ensure growth for students at risk and not performing on grade level.
- D. Utilize early childhood math blended learning products and progress monitoring tools.
- E. District-wide Elementary training on Math Games to close calculation gaps.
- F. Implementation of trauma-invested strategies and character education.
- G. All teachers will participate in brain-based learning professional development.
- H. Implementation of Professional Learning Communities to support math instruction.
- I. Implementation of High-Quality Instructional Materials through the Texas COVID Recovery Instructional Materials Support Initiative.