



Early Childhood Literacy Board Outcome Goal/Progress Measure

The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 57% to 75% by June 2028.

** Minimum number of students for accountability groups is 10 for the all-student group or any subgroup*

Yearly Target Goals

2024	2025	2026	2027	2028
57%	60%	65%	70%	75%
Goal=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)	EB	Cont. Enrolled	Non-Cont. Enrolled
2024	*	45	*	*	*	*	*	*	*	*	*	*	*
2025	34	50	60	44	73	46	55	26	35	26	37	47	47
2026	40	55	66	53	78	55	60	38	46	38	48	56	56
2027	45	60	70	63	80	66	63	40	56	48	55	65	65
2028	67	65	80	71	87	73	78	63	68	63	69	74	74

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. Instructional leaders will support teachers in lesson planning by completing weekly lesson plan trackers and providing specific feedback to teachers when support is needed.
- F. Utilize decodable texts for early learners and dyslexia intervention tool.
- G. Campus instructional leaders will use the T-TESS rubric to provide bi-weekly observation and feedback cycles to campus teachers.
- H. All teachers will participate in brain-based learning professional development.
- I. The campus will maintain a campus instructional playbook that aligns with research based best practices and T-TESS. The playbook will be used in campus-wide professional development.
- J. Implementation of Professional Learning Communities to support EC teachers.

Early Childhood Math Board Outcome Goal/Progress Measure

The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 34% to 55% by June 2028.

**Minimum number of students for accountability groups is 10 for the all-student group or any subgroup*

Yearly Target Goals

2024	2025	2026	2027	2028
34%	40%	45%	50%	55%
Goal=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)	EB	Cont. Enrolled	Non-Cont. Enrolled
2024	*	23	*	*	*	*	*	*	*	*	*	*	
2025	34	44	59	47	82	51	55	29	42	29	40	*	51
2026	44	53	67	56	84	59	63	41	52	41	45	*	59
2027	53	63	70	70	85	65	70	60	60	60	54	*	65
2028	72	72	80	74	91	76	78	65	71	65	73	*	76

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. Instructional leaders will support teachers in lesson planning by completing weekly lesson plan trackers and providing specific feedback to teachers when support is needed.
- E. Campus instructional leaders will use the T-TESS rubric to provide bi-weekly observation and feedback cycles to teachers.
- F. Utilize early childhood math blended learning products and progress monitoring tools.
- G. District-wide Elementary training on Math Games to close calculation gaps.
- H. The campus will maintain a campus instructional playbook that aligns with research-based best practices and T-TESS. The playbook will be used in campus-wide professional development.
- I. All teachers will participate in brain-based learning professional development.
- J. Implementation of Professional Learning Communities to support math instruction.