

Early Childhood Literacy Plan Campus Goal

(If there is only one campus, copy District Goal)

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	40.5%	42%	45%	48%

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
2019	20%	31%	69%	-	-	-	-	16%	26%	-	31%	45%	34%
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	20.5%	31.5%	69.5%	-	-	-	-	16.5%	26.5%	-	31.5%	45.5%	34.5%
2022	21.5%	32.5%	70.5%	-	-	-	-	17.5%	27.5%	-	32.5%	46.5%	35.5%
2023	23%	34%	71%	-	-	-	-	19%	29%	-	34%	47%	36%
2024	25%	36%	72%	-	-	-	-	21%	33%	-	36%	48%	37%

Early Childhood Literacy Progress Measure 1
 (Used in applicable Campus Plans with campus targets)

The percent of PreK students that score on grade level or above in Reading on the C.I.R.C.L.E. will increase from 72% to 74.5% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
72.5%	73%	73.5%	74%	74.5%

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
2019	-	-	-	-	-	-	-	-	86%	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	86.5%	-	-	-	-
2022	-	-	-	-	-	-	-	-	87%	-	-	-	-
2023	-	-	-	-	-	-	-	-	87.5%	-	-	-	-
2024	-	-	-	-	-	-	-	-	88%	-	-	-	-

Early Childhood Literacy Progress Measure 2 (Used in applicable Campus Plans with campus targets)

The percent of K students that score on grade level or above in Reading on the MAP assessment will increase from 42% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

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
2019	44%	19%	53%	-	-	-	-	-	30%	-	16%	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	44.5%	19.5%	53.5%	-	-	-	-	-	30.5%	-	16.5%	-	-
2022	45%	20%	54%	-	-	-	-	-	30.5%	-	16.5%	-	-
2023	46%	21%	55%	-	-	-	-	-	32%	-	18%	-	-
2024	48%	23%	57%	-	-	-	-	-	34%	-	20%	-	-

Early Childhood Literacy Progress Measure 3
 (Used in applicable Campus Plans with campus targets)

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the MAP will increase from 36% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	36.5%	38%	39%	40%

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
2019	27%	27%	56%	-	-	-	-	18%	21%	-	12%	39%	32%
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	27.5%	27.5%	56.5%	-	-	-	-	18.5%	21.5%	-	12.5%	39.5%	32.5%
2022	28%	28%	57%	-	-	-	-	19%	22%	-	13%	40%	33%
2023	29%	29%	58%	-	-	-	-	20%	24%	-	15%	41%	34%
2024	30%	30%	59%	-	-	-	-	21%	26%	-	17%	42%	35%

EC Literacy Targeted Professional Development Plan

Teachers will conduct small guided reading groups daily with a dedicated language arts block of 120 minutes. Phonics, spelling and word study, vocabulary, writing, fluency, and comprehension will be a part of the language arts block daily. Materials such as letter tiles and leveled guided reading books will be purchased with general funds. Leveled books, including virtual books through Capstone, PebbleGo, and Bookflix will be purchased with Title I funds related to the reading curriculum including content areas of science, math and social studies to promote reading and vocabulary development in the reading classroom across contents. Virtual teachers will receive professional development with digital reading materials and resources purchased with IMA and Title I funds in order to design effective reading lessons in the fall of 2020. Digital resources will be purchased with IMA funds, bond funds, Title I, and local funds to support varying learning materials, at-home learning if necessary, data analysis of student growth, and increased student ownership of learning. Teachers will be responsible for implementation of the curriculum with students, and administrators will be responsible for monitoring and supporting the teachers to ensure the best learning experiences for students. The district will be responsible for supporting campuses in securing the resources necessary for strong teaching and learning to occur. The expectation in 2020 will be for small guided reading groups to happen daily and continue from year to year in grades PK-3. These resources will be added to yearly as funds allow.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years. All HS and PK teaching staff will complete the eCIRCLE Professional Development Series with a focus on Letter Knowledge, Written Expression and Small Group Instruction. Professional learning opportunities will be both online and in person and based on progress monitoring data that is collected and analyzed three times per year.