

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 41% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	41.5%	42%	42.5%	43%

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	15%	40%	40%	-	86%	-	-	15%	27%	-	66%	42%	44%
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	15.5%	40.5%	40.5%	-	86.5%	-	-	15.5%	27.5%	-	66.5%	42.5%	44.5%
2022	17%	42%	42%	-	87%	-	-	17%	29%	-	67%	44%	46%
2023	20%	43%	43%	-	87.5%	-	-	20%	32%	-	67.5%	46%	47%
2024	23%	44%	44%	-	88%	-	-	23%	35%	-	68.5%	48%	48%

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 will increase from 68% to 72% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	68.5%	69%	70.5%	72%

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	-	-	75%	-	-	-	-	-	50%	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	75.5%	-	-	-	-	-	50.5%	-	-	-	-
2022	-	-	76.0%	-	-	-	-	-	52%	-	-	-	-
2023	-	-	76.5%	-	-	-	-	-	53%	-	-	-	-
2024	-	-	77.0%	-	-	-	-	-	54%	-	-	-	-

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 68% to 71% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	68.5%	69%	70%	71%

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	-	69.0%	68.0%	-	82.0%	-	-	31.0%	54.0%	-	-	69.0%	67.0%
2020	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	69.5%	68.5%	-	82.5%	-	-	31.5%	54.5%	-	-	69.5%	67.5%
2022	-	70.0%	69.0%	-	83.0%	-	-	32.0%	55.0%	-	-	70.0%	68.0%
2023	-	70.5%	70.0%	-	83.5%	-	-	32.5%	55.5%	-	-	70.5%	68.5%
2024	-	71.0%	70.5%	-	84.0%	-	-	33.0%	56.0%	-	-	71.0%	69.0%

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources:

PROFESSIONAL DEVELOPMENT RECOMMENDED:

- All PreK through 3rd grade teachers will complete The Science of Teaching Reading Academies over the next three years. Funding is provided by district and campus funds.
- Professional learning will be provided at the campus level for guided reading during the summer of 2020 and again during the 2020-2021 school year. It will be facilitated by administrators and the academic coach. Resources used include Guided Reading and Literacy Continuum and Guiding Readers and Writers by Fountas and Pinnell and The Next Step Forward in Guided Reading by Jan Richardson. Resources were purchased through Staff Development Reading Materials funds.
- Thrilling Thursdays are professional development sessions facilitated by administrators and interventionists. They are led by teacher leaders with leadership team support and offered as three 1st semester sessions and three 2nd semester sessions during the school year.
- Collaborative planning sessions take place weekly and include general education teachers, special education teachers, and members of the leadership team to design instruction and activities aligned to the curriculum and differentiated based on students' needs.
- A common planning agenda and lesson plan template were provided to guide teachers as they design instruction. The focus is on TEKS aligned differentiated small group instruction.
- PLCs (vertical and horizontal) are facilitated by administrators and supported by teacher leaders. PLCs take place during the school year at least one time per month.
- PTO grants provided funding for professional learning "Blended Learning in Action: A Practical Guide Toward Sustainable Change" and guided reading through Region 6.
- Classroom schedules follow the time to teach (ELA and reading, 120 minutes per day). Schedules follow a framework (e.g., mini-lessons, small group/guided reading, shared/interactive reading and writing, stations, independent practice, and intervention).
- Progress monitoring includes analyzing data such as MAP, STAAR, running records, teacher made tests, formative and anecdotal data, etc. and using it to design differentiated lessons and activities.
- 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.