



Rockdale
INDEPENDENT SCHOOL DISTRICT

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HB 3 Early Childhood and College, Career, and Military Readiness Board Goals and Plan

Board Approved: March 17, 2025

Early Childhood Literacy Board Outcome Goal
 In RIS Campus Plan with specific strategies for improvement

The percent of 3rd grade students that score meets grade level or above, as assessed on STAAR Reading, will increase from 43% in June 2024 to 58% by June 2029.

Yearly Target Goals													
2025	2026			2027			2028			2029			
46%	49%			52%			55%			58%			
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
2024	22%	34%	55%	*	*	-	*	21%	30%	*	34%	42%	35%
2025 Goal	25%	37%	58%	*	*	-	*	24%	33%	*	37%	45%	38%
2026 Goal	28%	40%	61%	*	*	-	*	27%	36%	*	40%	48%	41%
2027 Goal	31%	43%	64%	*	*	-	*	30%	39%	*	43%	51%	44%
2028 Goal	34%	46%	67%	*	*	-	*	33%	42%	*	46%	54%	47%
2029 Goal	37%	49%	70%	*	*	-	*	36%	45%	*	49%	57%	50%

Symbols used for masking: - No student data * Small student group ^ Category not included in data

Early Childhood Literacy Progress Measure 1

In RES Campus Plan with specific strategies for improvement

The percent of PreK students that score on grade level or above in Reading, as assessed using Circle Progress Monitoring, will increase from 39% in May 2024 to 59% by June 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
43%	47%	51%	55%	59%

Early Childhood Literacy Progress Measure 2

In RES Campus Plan with specific strategies for improvement

The percent of Kindergarten students that score grade level or above, as assessed using mClass DIBELS, will increase from 67% in May 2024 to 77% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
69%	71%	73%	75%	77%

Early Childhood Literacy Progress Measure 3

In RES Campus Plan with specific strategies for improvement

The percent of 1st grade students at or above benchmark in reading, as assessed using mClass DIBELS, will increase from 72% in May 2024 to 87% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
75%	78%	81%	84%	87%

Early Childhood Literacy Progress Measure 4

In RES Campus Plan with specific strategies for improvement

The percent of 2nd grade students at or above benchmark in reading, as assessed using mClass DIBELS, will increase from 58% in May 2024 to 73% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
61%	64%	67%	70%	73%

EC Literacy Targeted Professional Development Plan

1. Campus professional learning communities will hold weekly meetings to allow teachers to share best practices and collaborate to improve learning and support student achievement.
2. Campus administrators will complete "Get Better Faster" professional development to enhance their ability to effectively support and coach teachers.
3. Campus administration will conduct weekly classroom walkthroughs to identify areas of growth for teachers and to systematically support their growth using the coaching cycle.
4. During the 2025-2026 school year, all K-3 teachers will participate in professional development focused on phonics instruction to grow their knowledge to ensure effective implementation of research-based strategies that support foundational literacy development and student success.

Early Childhood Math Board Outcome Goal
In RIS Campus Plan with specific strategies for improvement

percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% in April of 2024 to 53% by April 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
33%	38%	43%	48%	53%

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
2024	23%	30%	43%	-	*	-	43%	19%	26%	33%	45%	33%	32%
2025 Goal	28%	35%	48%	-	*	-	48%	24%	31%	38%	50%	35%	37%
2026 Goal	33%	40%	53%	-	*	-	53%	29%	36%	43%	55%	37%	42%
2027 Goal	38%	45%	58%	-	*	-	58%	34%	41%	48%	60%	39%	47%
2028 Goal	43%	50%	63%	-	*	-	63%	39%	46%	53%	65%	41%	52%
2029 Goal	48%	55%	68%	-	*	-	68%	44%	51%	58%	70%	43%	57%

Symbols used for masking: - No student data * Small student group ^ Category not included in data

Early Childhood Math Progress Measure 1

In RES Campus Plan with specific strategies for improvement

The percent of PreK students that score on grade level or above in math, as assessed using Circle Progress Monitoring, will increase from 68% in May 2024 to 85% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
71%	74%	77%	80%	83%

Early Childhood Math Progress Measure 2

In RES Campus Plan with specific strategies for improvement

The percent of Kindergarten students scoring meets or exceeds benchmark expectations, as assessed using Amplify Math, will increase from 54% in May 2024 to 69% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
57%	60%	63%	66%	69%

Early Childhood Math Progress Measure 3

In RES Campus Plan with specific strategies for improvement

The percent of 1st Grade students scoring meets or exceeds benchmark expectations, as assessed using Amplify Math, will increase from 18% in May 2024 to 53% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
25%	32%	39%	46%	53%

Early Childhood Math Progress Measure 4

In RES Campus Plan with specific strategies for improvement

The percent of 2nd grade students scoring on grade level or above in math, as assessed using Renaissance Star Math, will increase from 69% in May 2024 to 84% by May 2029.

Yearly Target Goals VS. Actual Performance				
2025	2026	2027	2028	2029
72%	75%	78%	81%	84%

EC Math Targeted Professional Development Plan

1. Campus professional learning communities will hold weekly meetings to allow teachers to share best practices and collaborate to improve learning and support student achievement.
2. Campus administrators will complete "Get Better Faster" professional development to enhance their ability to effectively support and coach teachers.
3. Campus administration will conduct weekly classroom walkthroughs to identify areas of growth for teachers and to systematically support their growth using the coaching cycle.
4. During the 2025-2026 school year, all K-5 math teachers will engage in professional development to ensure the effective and consistent implementation of the Eureka Math curriculum.

IR Board Outcome Goal

In RHS Campus Plan with specific strategies for improvement

age of graduates that meet the criteria for CCMR will increase from
 93% in August 2024 to 100% by August 2029.

Yearly Target Goals				
2025	2026	2027	2028	2029
95%	97%	98%	99%	100%

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
2024	82%	94%	93%	-	*	-	*	82%	87%	^	*	^	^
2025 Goal	83%	95%	94%					83%	88%				
2026 Goal	84%	96%	95%					84%	89%				
2027 Goal	85%	97%	96%					85%	90%				
2028 Goal	86%	98%	97%					86%	91%				
2029 Goal	87%	99%	98%					87%	92%				

Symbols used for masking: - No student data * Small student group ^ Category not included in data ~

CCMR Progress Measure 1

In RHS Campus Plan with specific strategies for improvement

The percent of students that meet the TSI college-ready criteria for reading and math,
as reported on the TAPR, will increase from 34% in 2024 to 54% by 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
38%	42%	46%	50%	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
2024	27%	38%	31%	-	*	-	*	0%	23%	^	*	^	^
Goal 2025	31%	42%	35%	-	*	-	*	4%	27%	^	*	^	^
Goal 2026	35%	46%	39%	-	*	-	*	8%	31%	^	*	^	^
Goal 2027	39%	50%	42%	-	*	-	*	12%	35%	^	*	^	^
Goal 2028	43%	54%	46%	-	*	-	*	16%	39%	^	*	^	^

CCMR Progress Measure 2

In RHS Campus Plan with specific strategies for improvement

The percent of students obtaining a state-approved Industry-Based Certification,
as reported on the TAPR, will increase from 75% in 2024 to 90% by 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
78%	81%	84%	87%	90%

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
2024	55%	80%	76%	-	*	-	*	36%	65%	^	*	^	^
Goal 2025	58%	83%	79%	-	*	-	*	39%	68%	^	*	^	^
Goal 2026	61%	86%	82%	-	*	-	*	42%	71%	^	*	^	^
Goal 2027	64%	89%	85%	-	*	-	*	45%	74%	^	*	^	^
Goal 2028	67%	92%	88%	-	*	-	*	48%	77%	^	*	^	^

Symbols used for masking: - No student data * Small student group ^ Category not included in data

CCMR Targeted Professional Development Plan

- 1. Integrate TSI test preparation into Freshman Focus courses using a TSI-Aligned Curriculum through Method Learning. This approach will provide differentiated instruction and strategies to support both struggling students and advanced learners.**
- 2. Offer SAT and ACT Test Prep Strategies through Method Learning. This approach will provide effective test-taking techniques, thorough question breakdowns, and comprehensive content review.**
- 3. Students will receive personalized College and Career Readiness Advising. Counselors will meet with all students to ensure they have access to CCMR (College, Career, and Military Readiness) opportunities. During these meetings, counselors will use students' Personal Graduation Plans to help them choose meaningful career pathways. This approach aims to support students in completing their Programs of Study and earning Industry-Based Certifications (IBCs). Student progress will be monitored every six weeks to promote their success.**
- 4. Utilize College Bridge to support students by understanding effective instructional approaches. All counselors and administrators associated with College Bridge will complete the necessary training to ensure student success.**
- 5. Implement an intensive TSI Boot Camp provided by Temple College to provide targeted support for students and enhance their performance and passing rates.**
- 6. Establish a strong, aligned Career and Technical Education (CTE) Advisory Council to collaborate with RISD's CTE programs. This initiative will help educate and strengthen the workforce of the future. The CTE programs can use these meetings to align the curriculum and connect students with work-based learning and internship opportunities.**