

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 56%.

Yearly Target Goals

2025	2026	2027	2028	2029
49% (Baseline)	51%	53%	55%	56%

Closing the Gaps Student Groups Yearly Targets

CTG Targets	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	Special Ed.	Emergent Bilingual
2025 Baseline Actual	31%	33%	37%	60%	–	54%	31%	16%	29%
2026	41%	46%	64%	80%	–	59%	33%	18%	35%
2027	45%	50%	66%	82%	–	60%	35%	20%	40%
2028	49%	54%	68%	84%	–	62%	37%	22%	45%
2029	53%	56%	70%	86%	–	64%	39%	24%	50%
2030	56%	58%	72%	88%	–	66%	41%	28%	55%

Early Childhood Literacy Targeted Professional Development Plan

To meet Early Childhood Literacy goals, TBP will implement the following PD plan:

Pre-Kindergarten (CLI Engage)

- Training on Rapid Vocabulary routines
- Training on Letter Naming Fluency and phonological awareness
Coaching on interactive read-alouds with embedded vocabulary
- Campus leader training on analyzing CLI checkpoints and planning interventions

Kindergarten–3rd Grade (Amplify Implementation)

- Lesson internalization and preparation routines
- Foundational skills instruction and decodable text practice
- Daily knowledge-building routines
- Districtwide Amplify instructional look-fors for walkthroughs
- Weekly PLC support for planning, practice, and student work review

K–2 Intervention (mCLASS Boost and Burst)

- Training on Boost and Burst intervention cycles
- Guidance on scheduling protected intervention blocks
- Training on progress-monitoring and regrouping students
- Monthly district data reviews to adjust intervention groups and supports

Reading Academies (HB 3 Requirement)

- Completion of Reading Academies for all required K–3 teachers
 - Administrator Pathway completion for campus leaders
- District Reading Academies Implementation and Monitoring Plan, including:
- Timelines and module expectations
 - Coaching and observation look-fors
 - Integration with Amplify and mCLASS practices

TBP District Administrator Responsible for Implementation of the Plan

Chief Academic Officer
Director of Academics- Reading
Director of Student Support Services
Executive Director of School Leadership -Reading
Executive Director of Accountability

Early Childhood Mathematics Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 53%.

Yearly Target Goals

2025	2026	2027	2028	2029
45% (Baseline)	47%	49%	51%	53%

Closing the Gaps Student Groups Yearly Targets

CTG Targets	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	Special Ed.	Emergent Bilingual
2025 Baseline Actual	20%	29%	41%	65%	-	16%	27%	6%	24%
2026	25%	34%	46%	70%	-	21%	32%	11%	29%
2027	30%	39%	51%	75%	-	26%	37%	16%	31%
2028	45%	44%	56%	80%	-	31%	42%	21%	36%
2029	50%	49%	61%	85%	-	36%	47%	26%	41%

Early Childhood Math Targeted Professional Development Plan

Pre-Kindergarten (Eureka Squared)

- Training on foundational numeracy routines tied to Eureka Squared
- Support for daily counting, subitizing, and early number sense development
- Coaching on building fluency through conceptual understanding and math talk
- Campus leader training on monitoring PK math routines and early numeracy readiness

Kindergarten–2nd Grade (i-Ready Tier 1 Instruction)

- Training on lesson internalization and pacing for i-Ready Math
- Explicit modeling of math concepts using concrete–representational–abstract (CRA) routines
- Strengthening of daily fluency and automaticity aligned to i-Ready’s fluency progression
- Training on facilitating guided discourse, turn-and-talks, and math talk during problem solving
- Implementation of consistent districtwide math look-fors aligned to i-Ready and HB 3 expectations

K–2 Intervention (i-Ready Tier 2 & Tier 3)

- Training on small-group intervention planning using i-Ready data
- Guidance on selecting lessons that target documented skill gaps
- Coaching on scaffolding for students performing below grade level
- Training on progress monitoring and regrouping based on diagnostic and classroom data

3rd Grade Math (STAAR-Aligned Instruction)

- Deep dives into 3rd grade TEKS with an emphasis on multi-step problem solving
- Professional development on embedding fluency and automaticity into daily lessons
- Training on modeling problem solving through think-alouds, annotations, and exemplars
- Support on connecting i-Ready lessons to STAAR-style reasoning and application tasks
- Development of exemplar-based planning expectations to ensure consistent modeling practices

Leader Support & Monitoring

- Districtwide math classroom look-fors aligned to Eureka Squared and i-Ready
- Coaching cycles that emphasize modeling, discourse, and fluency routines
- Regular data reviews to track numeracy growth, automaticity, unit assessments, and i-Ready performance

TBP District Administrator Responsible for Implementation of the Plan

Chief Academic Officer
Director of Academics- Math
Director of Student Support Services - SPED & EB
Executive Director of School Leadership - Math
Executive Director of Accountability- SPED & EB

Approved by TBP Board of Directors on: 11/17/2025

TEC Reference:

- TEC Section 11.185 requires the Board to adopt and post on school's web site Early Childhood Literacy and Math proficiency Plan. Please refer to the text of the section effective after December 4, 2025 for compliance requirements. See [EDUCATION CODE CHAPTER 11. SCHOOL DISTRICTS](#)
- TEC Section 11.186 required the Board to adopt and post on school's web site CCMR Plan. See [EDUCATION CODE CHAPTER 11. SCHOOL DISTRICTS](#)