



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

Goal: 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%	59%

RISD Closing the Gaps Student Groups Yearly Targets

	% Meets STAAR Reading	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
STAAR 2024	43%	27%	35%	53%	-	-	-	50%	29%	50%	37%	50%	47%	32%
STAAR 2025	47%	40%	48%	47%	-	-	-	40%	22%	*	42%	41%	48%	38%
2026 Goal	49%	28%	40%	61%	*	*	-	*	27%	39%	36%	40%	48%	41%
STAAR 2026	38%	29%	36%	58%	-	-	-	14%	7%	50%	32%	33%	-	38%
2027 Goal	52%	31%	43%	64%	*	*	-	*	30%	42%	39%	43%	51%	44%
2028 Goal	55%	34%	46%	67%	*	*	-	*	33%	45%	42%	46%	54%	47%
2029 Goal	58%	37%	49%	70%	*	*	-	*	36%	48%	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

Goal: 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
Goal	43%	47%	51%	55%	59%
Actual	44%	37%			

Early Childhood Literacy Progress Measure 2 In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	69%	71%	73%	75%	77%
Actual	58%	64%			

Early Childhood Literacy Progress Measure 3 In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	75%	78%	81%	84%	87%
Actual	69%	65%			

Early Childhood Literacy Progress Measure 4 In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	61%	64%	67%	70%	73%
Actual	63%	61%			

Early Childhood 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 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 2026-2027 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

GOAL: The percent of 3rd grade students that score meets grade level or above, as assessed 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

	% Meets STAAR Math	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
STAAR 2024	33%	18%	30%	38%	-	*	-	38%	19%	33%	26%	45%	33%	32%
STAAR 2025	35%	0%	33%	49%	-	-	-	20%	17%	*	27%	29%	38%	23%
2026 Goal	38%	33%	40%	53%	-	*	-	53%	29%	43%	36%	55%	37%	42%
STAAR 2026	37%	29%	33%	58%	-	-	-	14%	21%	50%	32%	33%	-	37%
2027 Goal	43%	38%	45%	58%	-	*	-	58%	34%	48%	41%	60%	39%	47%
2028 Goal	48%	43%	50%	63%	-	*	-	63%	39%	53%	46%	65%	41%	52%
2029 Goal	53%	48%	55%	68%	-	*	-	68%	44%	58%	51%	70%	43%	57%

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Early Childhood Math Progress Measure 1

In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	71%	74%	77%	80%	83%
Actual	72%	72%			

Early Childhood Math Progress Measure 2

In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	57%	60%	63%	66%	69%
Actual	51%	69%			

Early Childhood Math Progress Measure 3

In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	25%	32%	39%	46%	53%
Actual	54%	64%			

Early Childhood Math Progress Measure 4

In RES Campus Plan with specific strategies for improvement

Goal: 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
Goal	72%	75%	78%	81%	84%
Actual	72%	76%			

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 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 2026-2027 school year, all K-5 math teachers will engage in professional development to ensure the effective and consistent implementation of the Bluebonnet Math curriculum.

CCMR Board Outcome Goal

In RHS Campus Plan with specific strategies for improvement

GOAL: The percentage 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

	% Meets CCMR	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB/EL
2024 (2022-2023 Graduates)	93%	82%	94%	93%	-	*	-	*	82%	87%	*
2025 (2023-2024 Graduates)	75%	83%	69%	84%	-	-	-	-	100%	77%	63%
2026 Goal	97%	84%	96%	95%					84%	89%	
2026 (2024-2025 Graduates)	97%										
2027 Goal	98%	85%	97%	96%					85%	90%	
2028 Goal	99%	86%	98%	97%					86%	91%	
2029 Goal	100%	87%	99%	98%					87%	92%	

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CCMR Progress Measure 1

In RHS Campus Plan with specific strategies for improvement

Goal: 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 VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	38%	42%	46%	50%	54%
Actual	23%	7%			

CCMR Progress Measure 2

In RHS Campus Plan with specific strategies for improvement

Goal: 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 VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	78%	81%	84%	87%	90%
Actual	60%	68%			

CCMR Targeted Professional Development Plan

1. TSI preparation will be integrated into Freshman Focus using College Bridge TSIA Test Prep. This approach offers differentiated instruction to support both struggling and advanced learners, with students testing immediately upon completing their training.
2. Offer SAT and ACT Test Prep Strategies utilizing Edmentum. 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. 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.
6. Support and strengthen RISD's Dual Credit Students by providing structured support systems, tutoring, and academic coaching. Utilize Temple College to educate students about the available resources.