TEXARKANA INDEPENDENT SCHOOL DISTRICT

EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLAN

TEC §11.185: Five-Year Board Goals and Instructional Implementation | 2026–2030:

1 | Statutory Purpose and Oversight

Pursuant to Texas Education Code (TEC) §11.185, the Board of Trustees adopts measurable annual early childhood literacy and mathematics goals; monitors progress for each campus and applicable Closing the Gaps student group; and reviews the plan annually in a public meeting. The district will publish the adopted plans on TXKISD.net and publish the annual progress report on the district website.

2 | Five-Year Grade 3 District Student Outcome Goals

Measure: percentage of students achieving Meets Grade Level or Above on Grade 3 STAAR reading and mathematics. Districtwide targets below are transcribed from the district-provided HB 3 plan; 2026 results are actuals in that source.

Measure	Baseline	2026 actual	2026 target	2027	2028	2029	2030 goal
Grade 3 Reading	34%	43%	38%	42%	46%	50%	54%
Grade 3 Mathematics	26%	31%	32%	38%	44%	50%	56%

3 | District Early Childhood Progress Measures

The following annual targets are from the district-provided plan.

Click here to access the **Assessment Calendar**.

Progress measure	Assessment	Baseline	2026	2027	2028	2029	2030
Pre-K literacy	Circle Progress Monitoring	67%	71%	75%	79%	83%	87%
Kindergarten literacy	Circle Progress Monitoring	58%	62%	66%	70%	74%	78%
Grades 1–2 literacy	TPRI	61%	65%	69%	73%	77%	81%
Pre-K mathematics	Circle Progress Monitoring	53%	57%	61%	65%	70%	74%
Kindergarten mathematics	Circle Progress Monitoring	53%	57%	61%	65%	70%	74%
Grades 1–2 mathematics	IXL Progress	73%	76%	79%	82%	85%	88%

4 | Campus and Student-Group Annual Goals

TEC §11.185(a)–(b) requires five annual, quantifiable goals at each campus and annual goals for each applicable student group evaluated under the Closing the Gaps domain.

Required adoption schedule	Scope	
Campus goals	Each elementary campus; annual Grade 3 reading and math goals, 2026–2030	Campus Goal Workbook
Student-group goals	Applicable Closing the Gaps groups; annual reading and math goals, 2026–2030	
Early progress measures	Campus and applicable student-group early progress-monitoring targets	

Aggregate growth	Annual Grade 3 reading and math aggregate student-growth goals, using STAAR or Board-selected alternative	

5 | District Instructional Framework

The instructional approach integrates the district's Literacy (RLA) and Mathematics Instructional Frameworks with the adopted Bluebonnet Learning materials and LIFT observation–feedback–coaching processes.

Click here for RLA and Math Instructional Framework

Literacy (RLA / SLAR)	Mathematics
Explicit, systematic foundational literacy instruction; phonics, decoding and fluency.	Coherent grade-level learning progressions, precise vocabulary and connected representations.
Equitable access to complex, grade-level texts with appropriate scaffolds.	Balanced conceptual understanding, procedural fluency and mathematical application.
Knowledge-building, vocabulary and evidence-based reading, writing and speaking.	Explicit instruction, interactive reasoning, purposeful practice and timely feedback.
Lesson internalization, student-work analysis and responsive instruction.	Lesson internalization, anticipation of misconceptions and student-work analysis.

Core instructional materials: Bluebonnet Reading Language Arts and Spanish Language Arts in Grades K–5; Bluebonnet Mathematics in Grades K–Algebra I. Pre-K instruction aligns to the Texas Prekindergarten Guidelines and district-approved assessment and instructional materials.

6 | Implementation and Targeted Professional Development

Campus and district leaders will support consistent, evidence-based instruction through curriculum-aligned PLCs, lesson internalization, classroom observations, student-work review, actionable feedback, coaching and targeted professional learning. LIFT provides the district's observation–feedback–coaching structure.

For any campus the Board identifies as not meeting plan goals, the district will provide targeted professional development to its K–3 classroom teachers, addressing identified reading or mathematics needs. Training will, as appropriate, consider the needs of students enrolled in bilingual education or special language programs, as required by TEC §11.185(b)(3) and (d). Campus actions, training priorities and monitoring evidence will be documented in campus improvement plans or supporting campus implementation schedules.

7 | Measurement, Reporting and Public Posting

Review point	Minimum district action
Beginning of year	Validate current campuses, cohorts, assessment instruments, baseline levels and campus/student-group targets.
Interim monitoring	Review early literacy/numeracy progress, student work and implementation evidence; adjust campus supports.
Annual public Board review	Report progress toward district, campus and applicable student-group annual goals; review actions for campuses below target.
Website publication	Post Board-adopted proficiency plans on district website; post annual report to district and applicable campus websites.

8 | Board Action and Effective Date

Proposed Board action: Adopt the Texarkana ISD Early Childhood Literacy and Mathematics Proficiency Plan, including verified Schedules A–C, under TEC §11.185; direct administration to implement the plan, report progress annually at a public Board meeting and complete required website postings.

Board adoption date: _____