

# STATE PLANS HB3



**Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:**

- at least one assigned district-level administrator or employee of the regional education service center for the district's region to coordinate implementation and submit annual report to the board on the district's progress;
- an annual review by the board at a public meeting;
- an annual report posted on district and campus websites; and
- specific, quantifiable, annual goals for five years at each campus.

**Early childhood plans are required to include:**

- annual goals for aggregate student growth on 3rd grade math and reading STAAR;
- annual targets for students in each group evaluated under closing the gaps domain;
- targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs.
- annual targets that may be set for students in bilingual or ESL programs.

**College, career, and military readiness plans are required to include:**

- annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and
- annual targets for students in each group evaluated under closing the gaps domain.

District Name	Stephenville ISD	Superintendent	Dr. Matt Underwood	Date of Board
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				Approval
District Number	072-903	Executive Director of Curriculum & Instruction	Kelly Magin	November 16, 2020

## 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 52% to 60% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	54%	56%	58%	60%
Meets Grade Level	47%			
NWEA on or Above EOY	73%	58%		
Percent Met NWEA Growth Projection	79%			

### 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	40%	31%	63%	xx%	67%	xx%	50%	29%	32%	xx%	41%	xx%	xx%
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	31%	55%	xx%	60%	xx%	33%	27%	32%	xx%	30%	xx%	xx%

2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

## Early Childhood Literacy Progress Measure 1

The percent of Pre-K students that score On Track on CLI Engage Phonological Awareness will increase from 43% to 53% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	45%	47%	50%	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
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

## Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score on or above grade level on NWEA Reading will increase from 63% to 73% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	65%	67%	70%	73%
NWEA on or Above	57%	61%		
Percent Met NWEA Growth Projection	42%			

### 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
2020	50%*	54%	66%	100%*	50%*	xx%	67%*	57%	44%	N/A	51%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

## Early Childhood Literacy Progress Measure 3

**The percent of First Grade students that score on or above grade level on NWEA Reading will increase from 51% to 61% by June 2024.**

## Yearly Target Goals

2020	2021	2022	2023	2024
XX%	53%	55%	58%	61%
NWEA on or Above	53%	58%		
Percent Met NWEA Growth Projection	47%			

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## Early Childhood Literacy Progress Measure 4

**The percent of Second Grade students that score on or above grade level on NWEA Reading will increase from 47% to 57% by June 2024.**

## Yearly Target Goals

2020	2021	2022	2023	2024
XX%	49%	51%	54%	57%
NWEA on or Above	51%	51%		
Percent Met NWEA Growth Projection	50%			

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## Early Childhood Math Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 58% to 66% by June 2024.**

## Yearly Target Goals

2020	2021	2022	2023	2024
XX%	60%	62%	64%	66%
Meets Grade Level	58%			
NWEA on or Above	69%	57%		
Percent Met NWEA Growth Projection	88%			

## Closing the Gaps Student Groups Yearly Targets

[illegible]



2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

# Early Childhood Math Progress Measure 1

The percent of PreK students that score On Track on the CLI Engage math assessment will increase from 79% to 83% by June 2024.

## Yearly Target Goals

2020	2021	2022	2023	2024
XX%	80%	81%	82%	83%

## 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
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

## Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score on or above grade level on NWEA Math will increase from 62% to 72% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	64%	66%	69%	72%
NWEA on or Above	55%	62%		
Percent Met NWEA Growth Projection	50%			

### 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
2020	50%*	50%	72%	100%*	100%*	xx%	67%*	47%	46%	N/A	44%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

## Early Childhood Math Progress Measure 3

**The percent of First Grade students that score on or above grade level on NWEA Math will increase from 48% to 58% by June 2024.**

# Yearly Target Goals

2020	2021	2022	2023	2024
XX%	50%	52%	55%	58%
NWEA on or Above MOY	59%	59%		
Percent Met NWEA Growth Projection	62%			

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## Early Childhood Math Progress Measure 4

**The percent of Second Grade students that score on or above grade level on NWEA Math will increase from 49% to 59% by June 2024.**

## Yearly Target Goals

2020	2021	2022	2023	2024
XX%	51%	53%	56%	59%
NWEA on or Above	46%	62%		
Percent Met NWEA Growth Projection	63%			

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## Early Childhood Literacy and Math Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT: All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies over the next three years. All Kindergarten, First, and Second teachers are enrolled in ESC Region XI Academies. K-2 are scheduled to complete Reading Academies in December. 3rd grade will finish in June. Coaching/consulting with Region XI on implementation of skills learned.

PROFESSIONAL DEVELOPMENT: Bilingual teachers will continue to work with Cognitive Solutions LLC to improve Bilingual program. Coaching and Consulting model Data Review and Intervention Plan Development

PROFESSIONAL DEVELOPMENT: Provide Planning Days for teachers to implement TRS. Planning Days 4x per year with a focus on utilizing the Instructional Tools of TRS.

CURRICULUM: A systematic phonics program (Saxon Phonics) will be implemented. Saxon has been implemented in K-2 and 3rd grade bilingual. A survey was done of teachers and all feel like students are making significantly more progress in decoding and spelling words when writing than in previous years.

ASSESSMENT: All students will take NWEA Map Growth Assessment three times a year to monitor individual student growth.

These growth numbers are IN SPITE OF the pandemic year. NWEA norms are based on typical NON-PANDEMIC years. Even though many of these kids were likely starting the year with lower starting RITs than we might have seen in the past. Their growth is still based on similar student profiles in a typical academic year.

According to NWEA standards we have Average Growth

Below 21% Low Growth

21-40% LoAvg Growth

41-60% Average Growth

61-80% High Average Growth

Above 80% High Growth

ASSESSMENT: All students will take a TEA approved K-2 Reading Diagnostic MClass. MClass assessment is currently open and the EOY testing is being completed. MClass also serves as our required dyslexia screening measure in Kindergarten and First Grade.



## CCMR Board Outcome Goal

**The percentage of graduates that meet the criteria for CCMR will increase from 79% to 83% by August 2024.**

## Yearly Target Goals

2020	2021	2022	2023	2024
79%	80%	81%	82%	83%
79%				

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## CCMR Progress Measure 1

**The percentage of students meeting TSIA criteria in both reading and math for CCMR will increase from 53% to 60% by 2024.**

2020	2021	2022	2023	2024
53%	54%	55%	57%	60%
53%				

## Closing the Gaps Student Groups Yearly Targets

[illegible]



## CCMR Progress Measure 2

**The percentage of students receiving Industry Based Certifications (IBC) for CCMR will increase from 0% to 5% by 2024.**

## Yearly Target Goals

2020	2021	2022	2023	2024
0%	2%	3%	4%	5%
0%				

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## CCMR Progress Measure 3

**The percentage of students meeting Dual Credit criteria for CCMR will increase from 38% to 42% by 2024.**

2020	2021	2022	2023	2024
38%	39%	40%	41%	42%
38%				

## Closing the Gaps Student Groups Yearly Targets

[illegible]

## CCMR Targeted Professional Development Plan

POLICY AND PROCEDURES: Procedures will be established to ensure that students are prepared for IBC assessments. Students will be required to take a pre-assessment prior to registering and taking an IBC assessment. In the fall CTE meeting, the teachers will review the IBC procedures and submit a plan of action for the spring IBC assessments.

POLICY AND PROCEDURES: SHS will establish curriculum pathways that will lead to an increased number of IBC opportunities. The Health Science program has a full-time teacher. Auto Tech and Computer Science are active pathways leading to new IBC opportunities. SHS leadership will ensure that the new teachers have an understanding of IBC opportunities & the materials needed for student success.

POLICY AND PROCEDURES: SHS will work with Ranger College to improve retention of students in current programs by establishing monthly check-ins with the students and teachers. Mrs. Adams has corresponded and met with the Ranger College teachers multiple times regarding student engagement and progress. Each associate degree candidate has reviewed the Associate Degree requirements with a counselor and will meet again in November for the spring semester planning.

POLICY AND PROCEDURES: Research additional Dual Credit opportunities for the students. SHS is reviewing the cost of paying for one dual credit course per senior for the spring semester to determine feasibility.

POLICY AND PROCEDURES: SISD will provide payment of exam and testing fees as funds allow. As funds are available, SHS will pay for IBCs.

STUDENT OPPORTUNITY: SHS will offer TSIA2 test prep opportunities for students. Students will be enrolled in TSIA prep courses through Edgenuity prior to late fall testing. Parents will receive a callout and email regarding this online opportunity.

STUDENT OPPORTUNITY: Students who are not successful on TSIA will be enrolled in a college prep course to ensure college readiness in ELA and Math. The college prep course will be offered to students that are not successful in Fall TSIA testing. SISD is also exploring the College Bridge Program to assist students in the transition from high school to college.

STUDENT OPPORTUNITY: Students will be given access to IBC curriculum and study materials. The new auto tech and computer science IBC materials will be purchased. Since all Auto tech students are in the beginning class, the IBC in this area will be implemented in future years.