

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 Approval
District Number	072-903	Executive Director of Curriculum & Instruction	Kelly Maign	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%
NWEA on or Above MOY	57%			
Percent Met NWEA Growth Projection	64%			

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	42%	33%	65%	xx%	69%	xx%	52%	31%	34%	xx%	43%	xx%	xx%
2022	44%	35%	67%	xx%	71%	xx%	54%	33%	36%	xx%	45%	xx%	xx%
2023	46%	37%	69%	xx%	73%	xx%	56%	35%	38%	xx%	47%	xx%	xx%

2024	48%	39%	71%	xx%	75%	xx%	58%	37%	40%	xx%	49%	xx%	xx%
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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 MOY	52%			
Percent Met NWEA Growth Projection	45%			

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 MOY	43%			
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 MOY	44%			
Percent Met NWEA Growth Projection	55%			

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%
NWEA on or Above MOY	64%			
Percent Met NWEA Growth Projection	84%			

Closing the Gaps Student Groups Yearly Targets

[illegible]

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 MOY	51%			
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%*	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	57%			
Percent Met NWEA Growth Projection	58%			

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 MOY	56%			
Percent Met NWEA Growth Projection	68%			

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. They began in January and have had 2 staff development days to work on it. They will have 2 comp days in the summer and additional 2 days in inservice. All teachers and administrators have completed at a minimum two modules. Administrators have an artifact due upon completion of Module 4 and teachers have an artifact due upon completion of Module 6. Third grade will begin in August.

PROFESSIONAL DEVELOPMENT: Bilingual teachers will continue to work with Cognitive Solutions LLC to improve Bilingual program. Claudia, our consultant has worked with out teachers six times throughout the course of the year.

PROFESSIONAL DEVELOPMENT: All teachers will participate in curriculum training and planning time to do a deep dive into ELAR and Math TEKS. We have worked with TRS utilizing the Instructional Tools when planning to assist teachers in

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.

Winter Assessment

57% of students met Growth Projections in Math

53% of students met Growth Projections in Reading

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%

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 51% to 60% by 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
51%	53%	55%	57%	60%

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.

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

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.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

[illegible]

CCMR Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT: Training for all content teachers regarding the content of the TSIA assessment. **August 2021 In-Service - TSIA training will be provided for all content teachers by TestPrep.**

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.

POLICY AND PROCEDURES: SHS will establish curriculum pathways that will lead to an increased number of IBC opportunities. **CTE met in December 2020 to evaluate and update curriculum pathways.**

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. **Ranger College provides progress reports via email every three weeks. SHS Counselors meet with students and Ranger College teachers when students are not being successful. SHS Counselor meets with Associate Degree candidates to confirm registration for appropriate classes .**

POLICY AND PROCEDURES: Research additional Dual Credit opportunities for the students. **Counselors recently explored additional opportunities through Angelo State University. Ranger College shares updates at Fall and Spring meetings. SHS paid for one dual credit per Senior.**

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 TSIA test prep opportunities for students. **TSIA prep courses will be offered in the Fall. Teachers will also be able to support students after August training.**

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.**

STUDENT OPPORTUNITY: Students will be given access to IBC curriculum and study materials.