

# 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 an 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. Eric Cederstrom	Date of Board 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%	61%		
NWEA on or Above EOY	73%	67%		
Percent Met NWEA Growth Projection	79%	66%		

### 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 Covid	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%	44%	74%	xx%	xx%	xx%	56%	37%	50%	xx%	34%	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 Rapid Letter Naming will increase from 43% to 53% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	45%	47%	50%	53%
Covid	51%	63%		

### 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 Covid	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	80%	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%	xx%	N/A	xx%	N/A	N/A
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BOY 2022- 19% On Track  
81% Needs Support  
EOY 2022- 63% On Track  
37% Needs Support

## 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
Covid	65%	67%	70%	73%
NWEA on or Above EOY	50%	79%		
Percent Met NWEA Growth Projection	42%	71%		

### 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 Covid	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

2021	0%*	37%	61%	0%*	100%*	xx%	43%*	44%	37%	N/A	12%	N/A	N/A
2022	80%*	73%	84%	100%*	83%*	xx%	100%*	61%	74%	N/A	72%	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









2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
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## 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%
Covid	76%	77%		

### 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 Covid	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

BOY 2022- 69% On Track

31% Needs Support

EOY 2022- 77% On Track

23% Needs Support

# 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
Covid	64%	66%	69%	72%
NWEA on or Above EOY	59%	85%		
Percent Met NWEA Growth Projection	50%	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 Covid	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	0%*	42%	72%	100%*	50%*	xx%	57%*	54%	40%	N/A	43%	N/A	N/A
2022	60%*	80%	92%	100%*	83%*	xx%	88%*	85%	82%	N/A	76%	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 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 and administrators who were in the first cohort completed the Reading Academy. The second cohort of third grade teachers, administrators, and late hires are currently enrolled in ESC Region XI Academies. They are slated to finish in June. We will send any new hires who have not completed the Reading Academy during the 2022-2023 school year.

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 are built into the school calendar this year for all staff

PROFESSIONAL DEVELOPMENT: Continue with RBL training and implementation of Raise Your Hand Texas Grant. Beginning year 2 of 3 year grant cycle. We began with 4th grade as a pilot Year 1. Year 2 of the grant will include 5th Grade, 3rd Grade, and 2nd Grade.

CURRICULUM: A systematic phonics program (Saxon Phonics) will be implemented. Completed year 2 of implementation.

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 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.

Teachers administered pre-assessments to evaluate progress in the month before certification tests during the school year.

POLICY AND PROCEDURES: SHS will establish curriculum pathways that will lead to an increased number of IBC opportunities.

Growth was established in the health science pathway by offering students 3 certification pathways, which resulted in the highest scores in SHS history. Students were offered the opportunity to partner with Tarleton's health science program to prepare more adequately. New courses were added in the business pathway to allow students to receive certifications in Google analytics.

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.

Seven students graduated with an Associate Degree in May. Grades were reviewed every three weeks. Mrs. Adams consulted with the professors of students who had low grades and then brainstormed study skill strategies with the students and parents.

POLICY AND PROCEDURES: Research additional Dual Credit opportunities for the students.

SHS consulted with Ranger College regarding their upcoming programs such as culinary arts and automotive technician. At this time, these programs are in their infancy and SHS will revisit the opportunities in the future. The senior class of 2022 included 21 students who earned 12 to 14 college hours, 40 students earned 15 to 29 college hours, 30 students earned 30 to 59 hours, and 8 students earned 60 or more hours.

POLICY AND PROCEDURES: SISD will provide payment of exam and testing fees as funds allow.

As funds are available, SHS will continue to pay for IBCs. 28 IBC exams were funded through CTE budget funds at a total of \$560. 22 IBC exams were funded through Title IV funds at a total of \$460. 7 IBC exams were funded through Perkins funds at a total of \$530.95. Google Analytics exams were taken at no charge.

<p>STUDENT OPPORTUNITY: SHS will offer TSIA 2 test prep opportunities for students. Students were given access to TSIA2 prep programming and were given opportunities to test and retest when applicable.</p>
<p>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. This goal is being pushed forward to the 2023-2024 school year due to focus on implementation of new HB 4545 during this upcoming school year.</p>
<p>STUDENT OPPORTUNITY: Students will be given access to IBC curriculum and study materials. Students had access to study materials resulting in 93 students being awarded industry based certifications.</p>