

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
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2021	xx%	31%	55%	xx%	60%	xx%	33%	27%	32%	xx%	30%	xx%	xx%
2022	xx%	44%	74%	xx%	xx%	xx%	56%	39%	49%	83%	32%	60%	67%
2023	xx%	47%	66%	xx%	80%	xx%	64%	37%	56%	80%	50%	61%	55%
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%	65%	67%
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%	N/A	xx%	N/A	N/A

BOY 2023- 43% On Track

57% Needs Support

EOY 2024-% On Track

% 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%	81%	83%
NWEA on or Above MOY	50%	79%	74%	64%
Percent Met NWEA Growth Projection	42%	71%	69%	61%

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

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 56% to 66% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
Covid	60%	62%	64%	66%
Meets Grade Level	56%	63%	65%	
NWEA on or Above MOY	69%	69%	69%	70%
Percent Met NWEA Growth Projection	88%	69%	74%	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%	47%	67%	xx%	67%	xx%	50%	53%	42%	xx%	37%	xx%	xx%
2020 Covid	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	45%	61%	xx%	60%	xx%	67%	43%	44%	xx%	43%	xx%	xx%
2022	xx%	49%	74%	xx%	xx%	xx%	56%	41%	49%	67%	42%	65%	56%

2023	xx%	53%	72%	xx%	60%	xx%	58%	42%	58%	80%	64%	65%	63%
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%
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 2023- 79% On Track

21% Needs Support

EOY 2024- % On Track

% 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%	87%	89%
NWEA on or AboveMOY	59%	85%	82%	65%
Percent Met NWEA Growth Projection	50%	83%	82%	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	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 K-3 teachers and admin have completed or are enrolled in the Science of Teaching Reading.

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. Final year of RBL grant cycle. 1-6 grades have been trained in student experience, rigor, relationships, data driven instruction, and personalization.

PROFESSIONAL DEVELOPMENT: Gretchen Bernabie training for ELAR training in June

CURRICULUM: A systematic phonics program (Saxon Phonics) will be implemented. Created ELAR framework and time guidelines. Received phonics training again and had coaching sessions with followup after the initial training.

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

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 for MOY is completed. MClass also serves as our required dyslexia screening measure.

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 will administer 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.

Curriculum pathways were analyzed by the CTE department to update offerings for next year's schedule. Consideration was given to the number of students enrolled in the pathway and distribution of courses to appropriate staff. The pathways are analyzed with alignment of IBC opportunities. The goal is to have more pathways with certification completion status.

8th grade students were invited to attend a CTE introductory event that exposed the students to the varied opportunities for career development offered at SHS in order to assist the students in their choices of career pathways and endorsements. This event was viewed as a success by the student population as well as the Career and Technical teachers. The goal is to not only peak the interest of the students, but to help make a more educated choice by understanding what the pathway involves.

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.

The number of students seeking associate degrees continues to grow. Students enrolled in online courses are completing grade checks with the teachers assigned to monitor the work period. Teachers report weekly to counseling staff, providing even more accountability to the dual credit students. Students meet with Mrs. Adams and parent contacts are made as needed.

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

SHS has partnered with Tarleton Today to implement CTE courses in the Agriculture department. We are looking at the possibility of adding OnRamps coursework in core subjects.

SHS counselors were invited to tour the new mobile facilities available at Ranger College Erath campus. The new facilities, partnered with local businesses, will provide students hands-on experiences in the career and technical fields. We will continue to broaden our offerings in the CTE department to provide more dual credit opportunities.

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

As funds are available, SHS will continue to provide funds for IBCs and search for additional opportunities for certifications.

STUDENT OPPORTUNITY: SHS will offer TSIA 2 test prep opportunities for students.

As SHS is a testing site for TSIA2, counselors are able to access scores more readily and guide students in next steps for reaching college benchmarks. Students are able to view their scores through TSIA2/Accuplacer and access TSIA2 prep that is tailored to their needs according to results. Counselors work with students to determine options for meeting college readiness, either through retesting, taking ACT or SAT.

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.

College Prep English and College Prep Math have been added to the course selections for the 2024-2025 school year.

SHS students who have not met college readiness standards are enrolled in College Bridge through their math and English classes.

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

Students are provided access to study materials.