

Early Childhood Literacy Board Outcome Goals

The percent of 3rd grade students that score meets grade level or above on the STAAR Reading will increase from 61% to 65% by June of 2024.

Yearly Target Goal

2022 Target Goal	60%												
2022 Results	67%												
Difference + or -	7%												

Closing the Gap Student Group 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
2022 Targets	55%	59%	69%	*	73%	*	54%	44%	52%	77%	59%	63%	67%
2022 Results	53%	68%	68%	*	83%	*	75%	41%	59%	33%	58%	68%	64%
Difference + or -	-2%	9%	-1%	*	10%	*	21%	-3%	7%	-44%	-1%	5%	-3%

Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 51% to 55% by June of 2024.

Yearly Target Goal

2022 Target Goal	53%												
2022 Results	53%												
Difference + or -	0%												

Closing the Gap Student Group 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
2022 Targets	38%	55%	58%	*	*	*	52%	28%	51%	*	34%	35%	61%
2022 Results	28%	49%	58%	*	*	*	60%	19%	43%	*	46%	57%	50%
Difference + or -	-10%	-6%	0%	*	*	*	8%	-9%	-8%	*	12%	22%	-11%

Brown Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% to 63% by June 2024.

Yearly Target Goal

2022 Target Goal	49%											
2022 Results	63%											
Difference + or -	14%											

Closing the Gap Student Group 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
2022 Targets	69%	56%	55%	*	51%	*	76%	23%	32%	*	29%	64%	42%
2022 Results	64%	75%	60	*	88%	*	20%	27%	57%	*	67%	65%	60%
Difference + or -	-5%	19%	*	*	37%	*	-56%	4%	25%	*	38%	1%	18%

Brown Elementary Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 47% to 53% by June of 2024.

Yearly Target Goal

2022 Target Goal	49%											
2022 Results	49%											
Difference + or -	0%											

Closing the Gap Student Group 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
2022 Targets	69%	56%	55%	*	51%	*	76%	23%	32%	*	29%	64%	42%
2022 Results	30%	47%	52%	*	70%	*	25%	17%	43%	*	50%	59%	42%
Difference + or -	-39%	-9%	-3%	*	19%	*	-51%	-6%	11%	*	21%	-5%	0%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy Literacy Training PreK - 5th grade.	Stacey Noble	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
2	Providing training in all Fountas and Pinnell materials, Lucy Calkins writing, and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Julie Fowler	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
4	Participate in grade level PLC with a focus on data driven instruction.	Julie Fowler	On-going	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.

Cain Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% to 65% by June 2024.

Yearly Target Goal

2022 Target Goal	59%																			
2022 Results	71%																			
Difference + or -	12%																			

Closing the Gap Student Group 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
2022 Targets	37%	54%	62%	*	*	*	*	37%	60%	*	*	52%	76%
2022 Results	36%	67%	75%	*	*	*	*	58%	63%	*	*	67%	79%
Difference + or -	-1%	13%	13%	*	*	*	*	21%	3%	*	*	15%	3%

Cain Elementary Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 52% to 57% by June of 2024.

Yearly Target Goal

2022 Target Goal	56%																			
2022 Results	48%																			
Difference + or -	-8%																			

Closing the Gap Student Group 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
2022 Targets	16%	48%	52%	*	*	*	*	31%	35%	36%	*	59%	84%
2022 Results	0%	50%	56%	*	*	*	*	16%	31%	33%	*	46%	50%
Difference + or -	-16%	2%	4%	*	*	*	*	-15%	-4%	-3%	*	-13%	-34%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy Literacy Training PreK - 5th grade.	Stacey Noble	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
2	Providing training in all Fountas and Pinnell materials, Lucy Calkins writing, and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Laurie Blain	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP ELAR scores in the meets category. Strategies will be listed in lesson plans and observed during walk-throughs.
4	Participate in grade level PLC with a focus on data driven instruction.	Laurie Blain	On-going	Increased STAAR and MAP scores in the meets category in ELAR.

Higgins Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 70% by June 2024.

Yearly Target Goal

2022 Target Goal	67%													
2022 Results	64%													
Difference + or -	-3%													

Closing the Gap Student Group 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
2022 Targets	57%	61%	71%	*	*	*	*	40%	54%	*	*	65%	71%
2022 Results	75%	58%	62%	*	*	*	*	25%	54%	*	*	67%	58%
Difference + or -	18%	-3%	-9%	*	*	*	*	-15%	0%	*	*	2%	-13%

Higgins Elementary Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 52% to 60% by June of 2024.

Yearly Target Goal

2022 Target Goal	56%												
2022 Results	59%												
Difference + or -	3%												

Closing the Gap Student Group 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
2022 Targets	71%	58%	57%	*	*	*	*	34%	57%	*	*	71%	64%
2022 Results	67%	58%	57%	*	*	*	*	18%	59%	*	*	63%	57%
Difference + or -	-4%	0%	0%	*	*	*	*	-16%	2%	*	*	-8%	-7%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy Literacy Training PreK - 5th grade.	Stacey Noble	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
2	Providing training in all Fountas and Pinnell materials, Lucy Calkins writing, and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Joanne Saul	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP ELAR scores in the meets category. Strategies will be listed in lesson plans and observed during walk-throughs.
4	Participate in grade level PLC with a focus on data driven instruction.	Joanne Saul	On-going	Increased STAAR and MAP ELAR scores.

Stanton-Smith Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 77% by June 2024.

Yearly Target Goal

2022 Target Goal	72%
2022 Results	69%
Difference + or -	-3%

Closing the Gap Student Group 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
2022 Targets	55%	79%	81%	*	*	*	*	50%	49%	*	*	76%	71%
2022 Results	47%	77%	73%	*	*	*	*	41%	61%	*	*	72%	59%
Difference + or -	-8%	-2%	-8%	*	*	*	*	-9%	12%	*	*	-4%	-12%

Stanton Smith Elementary Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 53% to 60% by June of 2024.

Yearly Target Goal

2022 Target Goal	56%
2022 Results	54%
Difference + or -	-2%

Closing the Gap Student Group 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
2022 Targets	50%	80%	66%	*	*	*	*	33%	57%	*	*	69%	71%
2022 Results	24%	40%	67%	*	*	*	*	25%	35%	*	*	60%	52%
Difference + or -	-26%	-40%	1%	*	*	*	*	-8%	-22%	*	*	-9%	-19%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy literacy training Pre K-5th grade.	Stacey Noble	June 2023	Improved instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
2	Providing training in all Fountis and Pinnell materials, Lucy Calkins writing and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Greg Dean	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category. Strategies will be listed in lesson plans and observed during walk-throughs.
4	Participate in grade level PLC with a focus on data driven instruction	Greg Dean	On-going	Increased STAAR and MAP ELAR scores.

Early Childhood Math Board Outcome Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 57% to 64% by June of 2024.

Yearly Target Goal

2022 Target Goal	58%													
2022 Results	63%													
Difference + or -	5%													

Closing the Gap Student Group 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
2022 Targets	21%	52%	70%	*	36%	*	36%	39%	46%	76%	59%	65%	50%
2022 Results	41%	63%	69%	*	67%	*	50%	42%	54%	78%	60%	68%	52%
Difference + or -	20%	11%	-1%	*	31%	*	14%	3%	8%	2%	1%	3%	2%

Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 51% to 60% by June of 2024.

Yearly Target Goal

2022 Target Goal	52%												
2022 Results	54%												
Difference + or -	2%												

Closing the Gap Student Group 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
2022 Targets	30%	42%	64%	*	*	*	60%	20%	37%	*	37%	55%	48%
2022 Results	30%	42%	62%	*	*	*	55%	31%	44%	*	50%	59%	50%
Difference + or -	0%	0%	-2%	*	*	*	-5%	11%	7%	*	13%	4%	2%

Brown Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 52% by June 2024.

Yearly Target Goal

2022 Target Goal	45%													
2022 Results	50%													
Difference + or -	5%													

Closing the Gap Student Group 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
2022 Targets	15%	46%	60%	*	*	*	*	23%	32%	*	50%	52%	28%
2022 Results	36%	63%	50%	*	*	*	*	20%	41%	*	67%	53%	43%
Difference + or -	21%	17%	-10%	*	*	*	*	-3%	9%	*	17%	1%	15%

Brown Elementary Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 38% to 46% by June of 2024.

Yearly Target Goal

2022 Target Goal	40%												
2022 Results	42%												
Difference + or -	2%												

Closing the Gap Student Group 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
2022 Targets	11%	33%	55%	*	*	*	*	6%	24%	*	44%	49%	31%
2022 Results	20%	41%	46%	*	*	*	*	17%	36%	*	75%	44%	45%
Difference + or -	9%	8%	-9%	*	*	*	*	11%	12%	*	31%	-5%	14%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Julie Fowler, Amy Walker, Math Teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Julie Fowler	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Julie Fowler	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

Cain Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% to 75% by June 2024.

Yearly Target Goal

2022 Target Goal	68%						
2022 Results	72%						
Difference + or -	4%						

Closing the Gap Student Group 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
2022 Targets	30%	57%	71%	*	*	*	*	45%	41%	*	*	67%	55%
2022 Results	36%	67%	75%	*	*	*	*	58%	63%	*	*	67%	79%
Difference + or -	6%	10%	4%	*	*	*	*	13%	22%	*	*	0%	24%

Cain Elementary Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 53% to 65% by June of 2024.

Yearly Target Goal

2022 Target Goal	58%						
2022 Results	60%						
Difference + or -	2%						

Closing the Gap Student Group 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
2022 Targets	7%	20%	70%	*	*	*	*	6%	36%	*	*	56%	52%
2022 Results	0%	33%	77%	*	*	*	*	32%	44%	*	*	61%	56%
Difference + or -	-7%	13%	7%	*	*	*	*	26%	8%	*	*	5%	4%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Laurie Blain, Amy Walker, Math Teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Laurie Blain	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Laurie Blain	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

Higgins Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% to 61% by June 2024.

Yearly Target Goal

2022 Target Goal	57%													
2022 Results	56%													
Difference + or -	-1%													

Closing the Gap Student Group 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
2022 Targets	29%	58%	57%	*	*	*	*	48%	50%	*	*	65%	42%
2022 Results	50%	58%	58%	*	*	*	*	42%	46%	*	*	62%	42%
Difference + or -	21%	0%	1%	*	*	*	*	-6%	-4%	*	*	-3%	0%

Higgins Elementary Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 51% to 60% by June of 2024.

Yearly Target Goal

2022 Target Goal	54%												
2022 Results	52%												
Difference + or -	-2%												

Closing the Gap Student Group 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
2022 Targets	27%	40%	59%	*	*	*	*	47%	55%	*	*	55%	48%
2022 Results	56%	42%	54%	*	*	*	*	27%	48%	*	*	59%	43%
Difference + or -	29%	2%	-5%	*	*	*	*	-20%	-7%	*	*	4%	-5%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Joanne Saul, Amy Walker, Math Teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Joanne Saul	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Joanne Saul	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

Stanton-Smith Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 74% to 76% by June 2024.

Yearly Target Goal

2022 Target Goal	74%													
2022 Results	74%													
Difference + or -	0%													

Closing the Gap Student Group 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
2022 Targets	54%	60%	83%	*	*	*	*	61%	63%	*	*	69%	91%
2022 Results	56%	64%	82%	*	*	*	*	56%	64%	*	*	81%	55%
Difference + or -	2%	4%	-1%	*	*	*	*	-5%	1%	*	*	12%	-36%

Stanton-Smith Elementary Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnosis will increase from 64% to 67% by June of 2024.

Yearly Target Goal

2022 Target Goal	65%												
2022 Results	62%												
Difference + or -	-3%												

Closing the Gap Student Group 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
2022 Targets	36%	45%	74%	*	*	*	*	14%	47%	*	*	59%	79%
2022 Results	41%	53%	67%	*	*	*	*	4%	50%	*	*	72%	55%
Difference + or -	5%	8%	-7%	*	*	*	*	-30%	3%	*	*	13%	-24%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Greg Dean, Amy Walker, Math teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Greg Dean	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Greg Dean	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

CCMR Board Outcome Goals

The percent of graduates that meet the criteria for CCMR will increase from 66% in 2018 to 68% by August 2024.

Yearly Target Goal

2022 Target Goal	64%												
2020-21 Results	65%												
Difference + or -	1%												

Closing the Gap Student Group 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
2022 Targets	43%	69%	66%	*	69%	*	40%	64%	40%	*	24%	*	*
2020-21 Results	38%	36%	48%	*	86%	*	44%	81%	39%	*	20%	*	*
Difference + or -	-5%	-33%	-19%	*	17%	*	4%	17%	-1%	*	-4%	*	*

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for TSIA Gradates (Both ELAR & Math) for college ready will increase from 41% in 2018 to 64% by August 2024.

Yearly Target Goal

2022 Target Goal	28%
2020-21 Results	30%
Difference + or -	2%

Closing the Gap Student Group 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
2022 Targets	24%	26%	30%	*	60%	*	7%	5%	20%	*	*	*	*
2020-21 Results	9%	18%	36%	*	57%	*	19%	7%	14%	*	*	*	*
Difference + or -	-16%	-8%	6%	*	-3%	*	12%	2%	-6%	*	*	*	*

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for Approved Industry-Based Certification for career ready will increase from 18% in 2018 to 35% by August 2024.

Yearly Target Goal

2022 Target Goal	23%
2020-21 Results	40%
Difference + or -	17%

Closing the Gap Student Group 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
2022 Targets	19%	9%	48%	*	39%	*	37%	7%	13%	*	*	*	*
2020-21 Results	27%	29%	43%	*	86%	*	38%	13%	28%	*	*	*	*
Difference + or -	8%	20%	-6%	*	47%	*	1%	6%	15%	*	*	*	*

CCMR Progress Measure 3

The percent of CCMR students that meet the threshold for Dual Course Credits for college ready will increase from 34% in 2018 to 50% by August 2024.

Yearly Target Goal

2022 Target Goal	30%
2020-21 Results	42%
Difference + or -	12%

Closing the Gap Student Group 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
2022 Targets	12%	32%	34%	*	42%	*	18%	3%	12%	*	*	*	*
2020-21 Results	13%	31%	52%	*	64%	*	25%	0%	17%	*	*	*	*
Difference + or -	1%	-1%	18%	*	22%	*	7%	-3%	5%	*	*	*	*

Strategies, Materials, Professional Development

All	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Counselors track students individually	Counselors	Spring 2021	CCMR Data
PM 1	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Become a TSIA, ACT, and SAT testing site during the instructional day	Garred, Speights, VanBuskirk	2020-2024	Increase in number of tests taken
2	Implement prep programs TSIA, ACT, and SAT	Garred, Fowler, Math/English DLLs	2020-2024	Increase in number of students meeting TSI Criteria
3	Hire a testing coordinator	Bass, Vannatta, Ray, Moran, HS Admin	Spring 2021	Increase in number of tests taken
4	Develop plan for using HB3 funding	Ray, Garred, Speights, Gray	Spring 2020	Increase in number of tests taken
5	Provide TSIA, ACT, and SAT professional development for English & math teachers	Speights, Instructional Coordinators, DLLs	2020-2024	Increase in number of students meeting TSI Criteria
PM 2	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Develop Budget for additional CTE-IBC's	Rocka, Ray	April - Sept 2020	General Operating Budget
2	Research State Approved IBC's for Implement in CTE Programs	Rocka, CTE Teachers	Summer 2020	Request for new IBC Curriculum and Tests
3	Align CTE IBC Standards with TEKS	CTE Teachers	Summer 2020	CTE-TEKS
4	Implement Additional IBC's for CTE	Garred, Rocka, CTE Teacher	2020-2021	Annual IBC test results
PM 3	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Review/align current teacher credentials to IHE requirements	HR, Garred, Speights, Rocka	April - Sept 2020	Increased amount of DC credentialed teachers
2	Recruit DC Credential Teachers	HR, Garred, Speights, Rocka	2020-2024	Increased amount of DC credentialed teachers employed

3	Review/align HS course TEKS to IHE partner agreements	Garred, Speights, Rocka	2020-2021	Increased number of DC courses offered
4	Increase the number of CTE and Core DC courses annually	Garred, Speights, Rocka, Gray	2020-2024	Number of students completing DC courses

Goal / Progress Measure Performance Reporting	Monitoring	Trainings
<p>Early Literacy & Math: In January along with the TAPR Report, the Board will be provided with an annual report over all STAAR Performance and Progress Measure Performance linked to the HB-3 Board and Campus goals.</p>	<p>Throughout the year grade level PLCs will analyze benchmark and 9-week assessment data. PLC teams will also analyze MAP testing data at the beginning, middle, and end of the year.</p>	<p>The district will provide the following trainings: (a) Reading Academy Literacy, (b) Fountas and Pinnell Materials, (c) Lucy Calkins Writing, (d) Jeff Anderson K-5 Writing, and (e) Formative Assessment.</p>
<p>CCMR: In January along with the TAPR Report, the Board will be provided with an annual report over all CCMR goals and Progress Measure Performance linked to the HB-3 Board and Campus goals.</p>	<p>Throughout the year counselors will update and review CCMR student tracking forms and counsel with students over ways to become college, career, and military ready.</p>	<p>Department Learning Leaders will train math and English teachers over the expectations and standards for ACT, SAT, and TSIA. The CTE Director will ensure that teachers receive IBC training.</p>

Early Childhood Literacy Board Outcome Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 61% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	58%	60%	62%	65%

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	NO STAAR	NO STAAR	NO STAAR	*	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR	NO STAAR	NO STAAR	NO STAAR	NO STAAR
2021	53%	57%	67%	*	71%	*	52%	42%	50%	76%	57%	61%	66%
2022	55%	59%	69%	*	73%	*	54%	44%	52%	77%	59%	63%	67%
2023	57%	61%	71%	*	75%	*	56%	46%	54%	78%	61%	65%	68%
2024	60%	64%	74%	*	78%	*	59%	49%	57%	80%	64%	68%	69%

Brown Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	55%	58%	61%	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	NO STAAR	NO STAAR	NO STAAR	*	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR
2021	53%	57%	67%	*	71%	*	52%	44%	50%	*	57%	61%	67%
2022	55%	59%	69%	*	73%	*	54%	48%	52%	*	59%	63%	69%
2023	57%	61%	71%	*	75%	*	56%	52%	55%	*	61%	65%	71%
2024	59%	63%	73%	*	77%	*	58%	56%	57%	*	63%	67%	73%

Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 47% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	47%	49%	51%	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	NO MAP	NO MAP	NO MAP	*	NO MAP	*	NO MAP	NO MAP	NO MAP	*	NO MAP	NO MAP	NO MAP
2021	68%	55%	54%	*	50%	*	75%	22%	31%	*	28%	63%	41%
2022	69%	56%	55%	*	51%	*	76%	23%	32%	*	29%	64%	42%
2023	70%	57%	56%	*	52%	*	77%	24%	33%	*	30%	65%	43%
2024	71%	58%	57%	*	53%	*	78%	25%	34%	*	31%	66%	44%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy Literacy Training PreK - 5th grade.	Stacey Noble	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
2	Providing training in all Fountas and Pinnell materials, Lucy Calkins writing, and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Julie Fowler	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
4	Participate in grade level PLC with a focus on data driven instruction.	Julie Fowler	On-going	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.

Cain Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	57%	59%	61%	65%

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	NO STAAR	NO STAAR	NO STAAR	*	*	*	*	NO STAAR	NO STAAR	*	*	NO STAAR	NO STAAR
2021	35%	52%	60%	*	*	*	*	35%	55%	*	*	50%	73%
2022	37%	54%	62%	*	*	*	*	37%	60%	*	*	52%	76%
2023	39%	56%	64%	*	*	*	*	39%	65%	*	*	54%	78%
2024	42%	58%	66%	*	*	*	*	42%	70%	*	*	56%	80%

Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 52% to 57% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	54%	56%	58%	60%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	NO MAP	*	NO MAP	NO MAP
2021	15%	47%	51%	*	*	*	*	30%	34%	35%	*	58%	83%
2022	16%	48%	52%	*	*	*	*	31%	35%	36%	*	59%	84%
2023	18%	49%	53%	*	*	*	*	32%	36%	37%	*	60%	85%
2024	19%	50%	54%	*	*	*	*	33%	37%	38%	*	61%	86%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy Literacy Training PreK - 5th grade.	Stacey Noble	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
2	Providing training in all Fountas and Pinnell materials, Lucy Calkins writing, and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Laurie Blain	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP ELAR scores in the meets category. Strategies will be listed in lesson plans and observed during walk-throughs.
4	Participate in grade level PLC with a focus on data driven instruction.	Laurie Blain	On-going	Increased STAAR and MAP scores in the meets category in ELAR.

Higgins Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 70% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	66%	67%	68%	70%

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	NO STAAR	NO STAAR	NO STAAR	*	*	*	*	NO STAAR	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR
2021	55%	59%	69%	*	*	*	*	38%	52%	*	59%	63%	69%
2022	57%	61%	71%	*	*	*	*	40%	54%	*	61%	65%	71%
2023	59%	63%	73%	*	*	*	*	42%	56%	*	63%	67%	73%
2024	62%	66%	76%	*	*	*	*	45%	60%	*	66%	70%	75%

Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 52% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	51%	56%	58%	60%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	*	NO MAP	NO MAP	NO MAP
2021	69%	56%	55%	*	*	*	*	32%	55%	*	27%	69%	63%
2022	71%	58%	57%	*	*	*	*	34%	57%	*	29%	71%	64%
2023	73%	60%	59%	*	*	*	*	36%	59%	*	31%	73%	65%
2024	75%	62%	61%	*	*	*	*	38%	61%	*	33%	75%	66%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy Literacy Training PreK - 5th grade.	Stacey Noble	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
2	Providing training in all Fountas and Pinnell materials, Lucy Calkins writing, and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved ELAR instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP ELAR scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Joanne Saul	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP ELAR scores in the meets category. Strategies will be listed in lesson plans and observed during walk-throughs.
4	Participate in grade level PLC with a focus on data driven instruction.	Joanne Saul	On-going	Increased STAAR and MAP ELAR scores.

Stanton-Smith Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 77% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	70%	72%	74%	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	NO STAAR	NO STAAR	NO STAAR	*	*	*	NO STAAR	NO STAAR	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR
2021	53%	78%	80%	*	*	*	80%	48%	47%	*	59%	75%	69%
2022	55%	79%	81%	*	*	*	81%	50%	49%	*	61%	76%	71%
2023	57%	81%	83%	*	*	*	83%	52%	51%	*	63%	77%	73%
2024	59%	83%	85%	*	*	*	85%	53%	53%	*	65%	78%	75%

Early Childhood Literacy Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnostic will increase from 53% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
No Map	53%	56%	57%	60%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	*	*	NO MAP	NO MAP
2021	34%	78%	64%	*	*	*	*	31%	55%	*	*	67%	69%
2022	36%	80%	66%	*	*	*	*	33%	57%	*	*	69%	71%
2023	38%	82%	68%	*	*	*	*	35%	59%	*	*	71%	73%
2024	41%	85%	71%	*	*	*	*	36%	60%	*	*	72%	74%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Providing Reading Academy literacy training Pre K-5th grade.	Stacey Noble	June 2023	Improved instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
2	Providing training in all Fountis and Pinnell materials, Lucy Calkins writing and Jeff Anderson K-5.	Ginger Pippin	June 2023	Improved instruction including phonological awareness, phonics, comprehension, and writing. Increased STAAR and MAP scores in the meets category.
3	Provide Formative Assessment Training to campus cohorts.	Greg Dean	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category. Strategies will be listed in lesson plans and observed during walk-throughs.
4	Participate in grade level PLC with a focus on data driven instruction	Greg Dean	On-going	Increased STAAR and MAP ELAR scores.

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 57% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	57%	58%	62%	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
2020	NO STAAR	NO STAAR	NO STAAR	*	*	*	NO STAAR	NO STAAR	NO STAAR	NO STAAR	NO STAAR	NO STAAR	NO STAAR
2021	18%	52%	67%	*	*	*	35%	39%	42%	75%	56%	61%	48%
2022	21%	52%	70%	*	*	*	36%	39%	46%	76%	59%	65%	50%
2023	35%	58%	72%	*	*	*	50%	41%	50%	77%	64%	66%	52%
2024	37%	60%	75%	*	*	*	52%	43%	52%	78%	65%	67%	54%

Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnosis will increase from 51% to 60% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	51%	52%	56%	60%

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	NO MAP	NO MAP	NO MAP	*	*	*	NO MAP	NO MAP	NO MAP	NO MAP	NO MAP	NO MAP	NO MAP
2021	10%	31%	62%	*	*	*	58%	18%	35%	60%	35%	53%	46%
2022	30%	42%	64%	*	*	*	60%	20%	37%	*	37%	55%	48%
2023	35%	45%	68%	*	*	*	62%	22%	39%	*	39%	57%	50%
2024	39%	48%	70%	*	*	*	65%	24%	41%	*	42%	59%	52%

Brown Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 52% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	40%	45%	50%	52%

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	NO STAAR	NO STAAR	NO STAAR	*	*	*	*	NO STAAR	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR
2021	5%	36%	58%	*	*	*	*	21%	22%	*	40%	50%	26%
2022	15%	46%	60%	*	*	*	*	23%	32%	*	50%	52%	28%
2023	25%	53%	62%	*	*	*	*	25%	38%	*	60%	54%	30%
2024	35%	60%	64%	*	*	*	*	27%	42%	*	65%	56%	32%

Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnosis will increase from 38% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	38%	40%	44%	49%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	*	NO MAP	NO MAP	NO MAP
2021	4%	31%	54%	*	*	*	*	5%	22%	*	43%	47%	29%
2022	11%	33%	55%	*	*	*	*	6%	24%	*	44%	49%	31%
2023	18%	36%	56%	*	*	*	*	7%	26%	*	45%	51%	33%
2024	25%	39%	57%	*	*	*	*	8%	28%	*	46%	53%	35%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Julie Fowler, Amy Walker, Math Teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Julie Fowler	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Julie Fowler	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

Cain Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% to 75% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	63%	68%	73%	75%

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	NO STAAR	NO STAAR	NO STAAR	*	*	*	*	NO STAAR	NO STAAR	*	*	NO STAAR	NO STAAR
2021	20%	50%	69%	*	*	*	*	43%	39%	*	*	65%	53%
2022	30%	57%	71%	*	*	*	*	45%	41%	*	*	67%	55%
2023	40%	64%	73%	*	*	*	*	47%	43%	*	*	69%	57%
2024	50%	71%	75%	*	*	*	*	49%	45%	*	*	71%	59%

Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnosis will increase from 53% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	53%	58%	63%	65%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	*	*	NO MAP	NO MAP
2021	0%	10%	65%	*	*	*	*	5%	34%	*	*	54%	50%
2022	7%	20%	70%	*	*	*	*	6%	36%	*	*	56%	52%
2023	14%	30%	75%	*	*	*	*	7%	38%	*	*	58%	54%
2024	21%	40%	80%	*	*	*	*	8%	40%	*	*	60%	56%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Laurie Blain, Amy Walker, Math Teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Laurie Blain	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Laurie Blain	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

Higgins Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% to 61% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	59%	57%	59%	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	*	NO STAAR	NO STAAR	*	*	*	*	NO STAAR	NO STAAR	*	NO STAAR	NO STAAR	NO STAAR
2021	22%	78%	62%	*	*	*	*	54%	56%	*	*	64%	40%
2022	29%	58%	57%	*	*	*	*	48%	50%	*	*	65%	42%
2023	36%	65%	59%	*	*	*	*	50%	52%	*	*	66%	44%
2024	43%	72%	61%	*	*	*	*	52%	54%	*	*	67%	46%

Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnosis will increase from 51% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	51%	54%	57%	60%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	*	*	NO MAP	NO MAP
2021	20%	38%	58%	*	*	*	*	46%	43%	*	*	53%	46%
2022	27%	40%	59%	*	*	*	*	47%	45%	*	*	55%	48%
2023	34%	43%	60%	*	*	*	*	48%	47%	*	*	57%	50%
2024	41%	46%	62%	*	*	*	*	49%	49%	*	*	59%	52%

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Joanne Saul, Amy Walker, Math Teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Joanne Saul	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Joanne Saul	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

Stanton-Smith Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 74% to 76% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO STAAR	74%	74%	75%	76%

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	NO STAAR	NO STAAR	NO STAAR	*	*	*	*	NO STAAR	NO STAAR	*	*	NO STAAR	NO STAAR
2021	*	56%	82%	*	*	*	*	60%	61%	*	*	67%	90%
2022	54%	60%	83%	*	*	*	*	61%	63%	*	*	69%	91%
2023	56%	64%	84%	*	*	*	*	62%	65%	*	*	71%	92%
2024	58%	68%	85%	*	*	*	*	63%	67%	*	*	73%	93%

Early Childhood Math Progress Measure

The percent of 3rd grade students that score projected meets grade level on the MAP diagnosis will increase from 64% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NO MAP	64%	65%	66%	67%

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	NO MAP	NO MAP	NO MAP	*	*	*	*	NO MAP	NO MAP	*	*	NO MAP	NO MAP
2021	33%	40%	72%	*	*	*	*	13%	45%	*	*	57%	78%
2022	36%	45%	74%	*	*	*	*	14%	47%	*	*	59%	79%
2023	39%	50%	76%	*	*	*	*	15%	49%	*	*	61%	80%
2024	42%	55%	78%	*	*	*	*	16%	51%	*	*	63%	81%

Action Plan

Strategies, Materials, Professional Development

	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Implementation of Daily Math Fluency Kits to develop numeracy	Amy Walker and classroom teachers	On-going	Teachers will use a set of problem strings during daily routines which will improve students' understanding of numeracy and computation which is a high impact area for STAAR and MAP.
2	Aligning Problem Solving Process and Problem Types training and implementation of a Problem of the Day resource to increase critical thinking	Amy Walker and classroom teachers	On-going	Teachers will incorporate problem solving into the math workshop daily to increase problem solving skills which will improve a high impact process standard for STAAR and MAP.
3	Implementation of Math Workshop as a structure for data driven instruction and specific time for guided math in small groups.	Greg Dean, Amy Walker, Math teachers	On-going	Math workshop model including small group instruction will increase student MAP growth measures.
4	Provide Formative Assessment Training to campus cohorts.	Greg Dean	June 2023	Teachers will be using formative assessment strategies to engage and assess students which will improve STAAR and MAP scores in the meets category.
5	Participate in grade level PLC with a focus on data driven instruction.	Greg Dean	On-going	Improved Math instruction including math fact fluency, problem solving and small group instruction that will impact STAAR and MAP scores in the meets category.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 66% in 2018 to 68% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	72%	64%	66%	68%

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	45%	59%	71%	*	72%	*	60%	47%	44%	*	20%	*	*
2021	52%	61%	73%	*	78%	*	66%	53%	52%	*	22%	*	*
2022	43%	59%	66%	*	69%	*	40%	64%	40%	*	24%	*	*
2023	45%	61%	68%	*	71%	*	45%	66%	45%	*	26%	*	*
2024	47%	63%	70%	*	73%	*	50%	68%	50%	*	28%	*	*

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for TSIA Criteria Graduates (Both ELAR & Math) for college ready will increase from 41% in 2018 to 64% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	41%	28%	34%	40%

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	35%	40%	50%	*	80%	*	37%	11%	26%	*	26%	*	*
2021	40%	45%	57%	*	83%	*	41%	13%	31%	*	29%	*	*
2022	24%	26%	30%	*	60%	*	7%	5%	20%	*	5%	*	*
2023	26%	28%	36%	*	62%	*	10%	7%	22%	*	7%	*	*
2024	28%	30%	42%	*	64%	*	13%	9%	24%	*	9%	*	*

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for Approved Industry-Based Certification for career ready will increase from 18% in 2018 to 35% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
18%	20%	23%	28%	35%

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	15%	7%	44%	*	35%	*	32%	5%	7%	*	0%	*	*
2021	17%	8%	46%	*	37%	*	35%	6%	10%	*	1%	*	*
2022	19%	9%	48%	*	39%	*	37%	7%	13%	*	2%	*	*
2023	22%	12%	52%	*	42%	*	42%	9%	16%	*	4%	*	*
2024	25%	15%	55%	*	45%	*	45%	10%	20%	*	5%	*	*

CCMR Progress Measure 3

The percent of CCMR students that meet the threshold for Dual Course Credits for college ready will increase from 34% to 35% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	28%	30%	32%	35%

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	20%	30%	35%	*	45%	*	35%	1%	12%	*	1%	*	*
2021	10%	30%	32%	*	40%	*	16%	2%	10%	*	2%	*	*
2022	12%	32%	34%	*	42%	*	18%	3%	12%	*	3%	*	*
2023	14%	34%	36%	*	44%	*	20%	4%	14%	*	4%	*	*
2024	16%	36%	38%	*	46%	*	22%	5%	16%	*	5%	*	*

Action Plan

Strategies, Materials, Professional Development

All	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Counselors track students individually	Counselors	Spring 2021	CCMR Data
PM 1	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Become a TSIA, ACT, and SAT testing site during the instructional day	Garred, Speights, Testing Coordinator	2020-2024	Increase in number of tests taken
2	Implement prep programs TSIA, ACT, and SAT	Garred, Speights, Math/English DLLs	2020-2024	Increase in number of students meeting TSI Criteria
3	Hire a testing coordinator	Bass, Yannatta, Ray, Moran, HS Admin	Spring 2021	Increase in number of tests taken
4	Develop plan for using HB3 funding	Ray, Garred, Speights, Gray	Spring 2020	Increase in number of tests taken
5	Provide TSIA, ACT, and SAT professional development for English & math teachers	Fowler, Instructional Coordinators, DLLs	2020-2024	Increase in number of students meeting TSI Criteria
PM 2	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Develop Budget for additional CTE-IBC's	Rocka, Ray	April - Sept 2020	General Operating Budget
2	Research State Approved IBC's for Implement in CTE Programs	Rocka, CTE Teachers	Summer 2020	Request for new IBC Curriculum and Tests
3	Align CTE IBC Standards with TEKS	CTE Teachers	Summer 2020	CTE-TEKS
4	Implement Additional IBC's for CTE	Garred, Rocka, CTE Teacher	2020-2021	Annual IBC test results
PM 3	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1	Review/align current teacher credentials to IHE requirements	HR, Garred, Speights, Rocka	April - Sept 2020	Increased amount of DC credentialed teachers
2	Recruit DC Credential Teachers	HR, Garred, Speights, Rocka	2020-2024	Increased amount of DC credentialed teachers employed
3	Review/align HS course TEKS to IHE partner agreements	Garred, Speights, Rocka	2020-2021	Increased number of DC courses offered
4	Increase the number of CTE and Core DC courses annually	Garred, Speights, Rocka, Gray	2020-2024	Number of students completing DC courses