HB3 Early Literacy Goals and Strategies

11/19/2020

Kim Neill, Director of Academic Services

Goal 1: Increase the percentage of students reading at grade level.						
The percentage of 3rd Grade students reading at grade level or above, measured by MeetsStandard or better on STAAR, will increase from the baseline of 62% to 94% as reported on the August 2024 TAPR.						
Baseline: 62% Meets or Better as reported on August 2019 TAPR	Spring 2020: No Administration	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Annual Targets		62%	64%	67%	70%

Strategies for Reading Goal Attainment for All Students:

- All teachers in Grades K-3 will participate in the Texas Reading Academy in one of the three years offered (2020-2021, 2021-2022, 2022-2023) and successfully complete the course with a score of 80% or higher on all required assessments and performance tasks.
- All ELAR teachers in Grades K-3 will receive training on implementation of the Fountas and Pinnell Benchmark Assessment Kit and will be expected to evaluate student reading behaviors according to defined progress monitoring guidelines by Fall 2022.
- Director of Academic Services, Campus Administration, and ELAR Teachers (K-3) will define and revise the systematic sequence of Phonics Instruction, identify needed curriculum, and define explicit instruction protocols for implementation in the 2022-2023 school year.
- ELAR teachers in Grades 2 and 3 who completed the Reading Academy in 2020-2021 will receive instructional coaching beginning in the 2021-2022 school year; ELAR teachers in K-1 who complete the Reading Academy in the 2021-2022 school year will receive instructional coaching in the 2022-2023 school year. Coaching will focus on implementation of knowledge and skills gained through participation in the Reading Academy to ensure that all teachers are implementing the Science of Teaching Reading standards.
- Non-ELAR teachers in Grades 2 and 3 will complete the Reading Academy in 2022-2023 and receive instructional coaching in 2023-2024 to support integration of effective reading instruction in the content areas.
- Director of Academic Services, in conjunction with Campus Administration and ELAR teachers, will evaluate our current curriculum and instructional materials to ensure alignment with the Science of Teaching Reading standards.
- Director of Academic Services, Coordinator of Assessment and Special Populations, Coordinator of Special Education, and Campus Administrators will refine and define Response to Instruction and Response to Intervention protocols, including defining Instruction and Intervention materials, cut points, progress monitoring tools, and strategies for acceleration.
- Kindergarten Teachers will receive training in TX-KEA, the required Kindergarten Readiness Assessment and will begin implementation in Fall 2021.
- An Early Reading Instrument to fulfill the Dyslexia screener requirements will be selected and teachers will receive training for implementation in Fall 2021.
- Campus Leadership and teachers will receive training in how to leverage MAP data to set goals for students that close gaps and in how to design, implement, and monitor effective intervention and acceleration.

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		Annual Targets				

Goal 2a-j: Increase the percentage of specific subpopulation students reading at grade level.

The percentage of each subpopulation of students reading at grade level or above, measured by Meets Standard or better on STAAR, will increase from its baseline to 94% or better as reported on August 2024 TAPR.

Subpopulation	Baseline as reported on August 2019 TAPR	Spring 2020: No Administration	Spring 2021	Spring 2022	Spring 2023	Spring 2024
African American	48%		48%	55%	63%	70%
Hispanic	49%		49%	56%	63%	70%
White	74%		74%	76%	79%	82%
Asian	73%		73%	75%	78%	81%
Two or More Races	50%		50%	57%	63%	70%
Special Education (Current)	*		*	*	*	*
Continuously Enrolled	63%		63%	66%	68%	71%
Non-Continuously Enrolled	56%		56%	61%	65%	70%
Econ Disadv	39%		39%	49%	60%	70%
EL (Current & Monitored)	44%		44%	53%	61%	70%

Strategies Specific to Subpopulation Goal Attainment:
- All K-3 Teachers and Campus Administrators will receive training in research-based and evidence-based practices for designing, implementing, and monitoring English language proficiency instruction.
- Summit K12 English Language support will be implemented in the 2020-2021 school year.
- Student MAP Data will be disaggregated by subpopulation beginning in 2021 to support progress monitoring and analysis of subpopulation performance.
- Director of Academic Services will provide access to training in culturally responsive teaching for all K-3 Teachers and Campus Administrators.
- Utilize Family Engagement funds to create Academic Parent Teacher Teams to engage parents of lower-performing students.

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Goal 2: Increase the percentage of students applying mathematics at grade level.						
The percentage of 3rd Grade students applying mathematics at grade level or above, measured by Meets Standard or better on STAAR, will increase from the baseline of 70% to 93% as reported on the August 2024 TAPR.						
Baseline: 70% Meets or Better as reported on August 2019 TAPR	Spring 2020: No Administration	Spring 2021	Spring 2022	Spring 2023	Spring 2024	
Annual Targets		70%	72%	75%	78%	

Strategies for Mathematics Goal Attainment for All Students:
- All teachers in Grades K-3 will participate in an ACA-Developed Math Academy to build knowledge and skill in designing, implementing, and evaluating the effectiveness of their instruction in the five strands of mathematical proficiency. This will be developed in 2020-2021 and implemented in 2021-2022 (Grades 2 and 3), 2022-2023 (Grades K and 1). Coaching will be embedded throughout the 2021-2024 school years.
- Director of Academic Services, in conjunction with Campus Administration and Math teachers, will evaluate our current curriculum and instructional materials to ensure alignment with the both STAAR Proficiency Standards for Masters Level Performance.
- Director of Academic Services, Coordinator of Assessment and Special Populations, Coordinator of Special Education, and Campus Administrators will refine and define Response to Instruction and Response to Intervention protocols, including defining Instruction and Intervention materials, cut points, progress monitoring tools, and strategies for acceleration.
- Campus Leadership and teachers will receive training in how to leverage MAP data to set goals for students that close gaps and in how to design, implement, and monitor effective intervention and acceleration.
- Director of Academic Services will provide access to training in culturally responsive teaching for all K-3 Teachers and Campus Administrators.
- Utilize Family Engagement funds to create Academic Parent Teacher Teams to engage parents of lower-performing students.

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Goal 2a-i: Increase the percentage of specific subpopulation students applying mathematics at grade level.						
The percentage of each subpopulation of students applying mathematics at grade level or above, measured by Meets Standard or better on STAAR, will increase from its baseline to 93% or better as reported on August 2024 TAPR.						
		Annual Targets				
Subpopulation	**Baseline as reported on August 2019 TAPR**	**Spring 2020: No Administration**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**
African American	55%		55%	63%	70%	78%
Hispanic	68%		68%	71%	75%	78%
White	77%		77%	80%	82%	85%
Asian	91%		91%	92%	93%	94%
Two or More Races	57%		57%	64%	71%	78%
Special Education (Current)	*		*	*	*	*
Continuously Enrolled	71%		71%	74%	76%	79%
Non-Continuously Enrolled	64%		64%	69%	73%	78%
Econ Disadv	55%		55%	63%	70%	78%
EL (Current & Monitored)	67%		67%	71%	74%	78%

Strategies Specific to Subpopulation Goal Attainment:
- All K-3 Teachers and Campus Administrators will receive training in research-based and evidence-based practices for designing, implementing, and monitoring English language proficiency instruction.
- Summit K12 English Language support will be implemented in the 2020-2021 school year.
- Student MAP Data will be disaggregated by subpopulation beginning in 2021 to support progress monitoring and analysis of subpopulations.

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