

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 43% to 55% by June 2024.

Yearly Target Goals for All Students

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	30%	43%	NA	43%	47%	52%	55%
Closing the Gaps Performance Target	44%	44%	44%	44%	44%	52%	52%

Closing the Gaps Student Groups Yearly Target Goals

		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
Closing the Gaps Performance Targets*	2018-2022	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	42%
District Baseline Data	2018	*	29%	31%	-	-	-	*	*	30%	-	*	29%	32%
	2019	*	46%	31%	-	-	-	60%	50%	43%	*	38%	47%	33%
District Target Goals	2020	COVID-19												
	2021	*	37%	37%	-	-	-	56%	19%	33%	-	29%	46%	37%
	2022	*	41%	51%	-	-	-	59%	25%	38%	*	34%	46%	42%
Closing the Gaps Performance Targets**	2023-2027	42%	46%	66%	51%	78%	53%	62%	31%	43%	--	39%	--	--
District Target Goals	2023	*	46%	66%	-	-	-	62%	31%	43%	-	39%	-	-
	2024	*	46%	66%	-	-	-	62%	31%	43%	-	39%	-	-

* Data is masked due to small numbers - No students

** https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Manual
https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act

Early Childhood Literacy District Progress Measure 1

The percent of PreK and Kinder students that score on grade level or above in Reading on the EOY assessment will increase from 55% to 95% by June 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	NA	NA	NA	80%	85%	90%	95%

Closing the Gaps Student Groups Yearly Target Goals

		All	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 (BOY)	58%- PK		57%	69%					33%	58%		48%		
	2020 (BOY)	61%-K		59%	68%					33%	65%		50%		
	2020	COVID-19													
District Target Goals	2021	80%		75%	70%					20%	75%		65%		
	2022	85%		84%	80%					25%	82%		78%		
	2023	90%		90%	89%					30%	89%		88%		
	2024	95%		95%	95%					31%	95%		95%		

Early Childhood Literacy District Progress Measure 2

The percent of Grade 1 students that score on grade level or above in Reading on the EOY assessment will increase from 28% to 55% by June 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	NA	NA	NA	42%	47%	52%	55%

Closing the Gaps Student Groups Yearly Target Goals

		All	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
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District Baseline Data	2019 (F BOY)	17%		19%	11%				0%	13%		37%		
	2020 (W MOY)	29%		25%	37%				0%	24%		31%		
	2020 (F BOY)	28%		20%	22%				17%	25%		31%		
District Target Goals	2020	COVID-19												
	2021	42%		25%	35%				20%	20%		40%		
	2022	47%		35%	45%				25%	30%		45%		
	2023	52%		45%	55%				30%	40%		50%		
	2024	52%		50%	66%				31%	45%		52%		

Early Childhood Literacy District Progress Measure 3

The percent of Grade 2 students that score on grade level or above in Reading on the EOY assessment will increase from 30% to 52% by June 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	NA	NA	NA	42%	47%	52%	55%

Closing the Gaps Student Groups Yearly Target Goals

	All	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
District Baseline Data	2019 (F BOY)	29%		29%	28%				10%	28%		40%		
	2020 (W MOY)	28%		28%	27%				10%	26%		41%		
	2020 (F BOY)	30%		27%	33%				0%	28%		43%		
District Target Goals	2020	COVID-19												
	2021	42%		37%	37%				20%	30%		43%		
	2022	47%		44%	45%				25%	34%		45%		
	2023	52%		49%	56%				30%	39%		50%		
	2024	52%		52%	66%				31%	43%		52%		

Early Childhood Literacy Plan

Campus Action Steps:

Meet with Grade Level Teams (PLCs) every 3 weeks to review assessment data and plan for instruction.

Incorporate targeted lessons based on data during library times.

Utilize Waterford Reading and Reading Plus programs to address specific student needs.

Incorporate small group differentiated lessons in the classroom.

Participate in Reading Academy training and use strategies learned in the classroom.

Use strategies learned during individualized coaching in best practices to improve teaching and learning.

Charlie Marshall Campus Action Steps:

Weekly grade level PLC meetings to analyze data to focus on instruction that is data driven

Utilize STAR-360 reading data to monitor progress. (BOY, MOY, EOY assessments)

Leveled lessons/activities to differentiate classroom instruction to meet the needs of all students

Utilize Pre-assessments for targeted instruction

Incorporate E2L coaching for all professional staff as support for teachers to increase performance in the classrooms

Formative assessments math (teacher made tests, benchmarks, state)

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 36% to 55% by June 2024.

Yearly Target Goals for All Students

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	31%	36%	NA	41%	46%	50%	55%
Statewide Closing the Gaps Performance Target	46%	46%	46%	46%	46%	54%	54%

Closing the Gaps Student Groups Yearly Target Goals

		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
Closing the Gaps Performance Targets*	2019-2022	31%	40%	59%	45%	82%	50%	54%	23%	36%	44%	40%	47%	45%
District Baseline Data	2018	*	29%	38%	-	-	-	*	*	31%	-	50%	33%	27%
	2019	*	40%	31%	-	-	-	20%	57%	36%	*	54%	37%	33%
District Target Goals	2020	NA												
	2021	*	40%	40%	-	-	-	40%	23%	36%	*	40%	37%	33%
	2022	*	44%	50%	-	-	-	48%	28%	40%	*	45%	47%	45%
Closing the Gaps Performance Targets**	2023-2027	41%	49%	65%	53%	85%	57%	61%	34%	45%	--	49%	--	--
District Target Goals	2023	*	49%	60%	-	-	-	56%	34%	45%	*	49%	-	-
	2024	*	49%	65%	-	-	-	61%	34%	45%	*	49%	-	-

* See Chapter 4 of the 2019 Accountability Manual

https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Manual

** See Appendix A of Texas' ESSA Plan

https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act

Early Childhood Math Progress Measure 1

The percent of PreK and Kindergarten students that score on grade level or above in math on the CLI Engage EOY will increase from 60% to 95% by June 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	NA	NA	NA	80%	85%	90%	95%

Closing the Gaps Student Groups Yearly Target Goals

		All	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 (F BOY)	76%- PK		81%	85%					67%	76%		65%		
	2020 (F BOY)	60%-K		59%	68%					50%	61%		50%		
District Target Goals	2020	COVID-19													
	2021	80%		80%	75%					60%	77%		70%		
	2022	85%		85%	82%					65%	84%		78%		
	2023	90%		90%	89%					70%	89%		88%		
	2024	95%		95%	95%					75%	95%		95%		

Early Childhood Math District Progress Measure 2

The percent of 1st grade students that score on grade level or above in math on the STAR 360 EOY will increase from 16% to 55% by June 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	NA	NA	NA	41%	46%	50%	55%

Closing the Gaps Student Groups Yearly Target Goals

		All	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 (F BOY)	16%		25%	14%					0%	18%		29%		

District Baseline Data	2020 (W MOY)	20%		NA	22%					0%	16%		33%	
	2020 (F BOY)	16%		13%	10%					8%	13%		17%	
District Target Goals	2020	COVID-19												
	2021	41%		15%	20%					20%	20%		20%	
	2022	46%		30%	37%					37%	35%		30%	
	2023	50%		38%	53%					34%	40%		40%	
	2024	54%		49%	65%					34%	45%		45%	

Early Childhood Math District Progress Measure 3

The percent of 2nd grade students that score on grade level or above in math on the STAR 360% EOY will increase from 20% to 55% by June 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	NA	NA	NA	41%	46%	50%	55%

Closing the Gaps Student Groups Yearly Target Goals

		All	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
District Baseline Data	2019 (F BOY)	14%		15%	13%					5%	14%		15%		
	2020 (W MOY)	15%		15%	14%					5%	16%		17%		
	2020 (F BOY)	20%		21%	17%					0%	22%		50%		
District Target Goals	2020	COVID-19													
	2021	41%		35%	25%					20%	30%		20%		
	2022	46%		40%	40%					27%	37%		30%		
	2023	50%		45%	53%					31%	42%		40%		
	2024	54%		49%	65%					34%	45%		45%		

Early Childhood Math Plan

Campus Action Steps:

Meet with Grade Level Teams (PLCs) every 3 weeks to review assessment data and plan for instruction.

Incorporate targeted lessons based on data during computer times.

Utilize Imagine Math program to address specific student needs.

Incorporate small group differentiated lessons in the classroom.

Use strategies learned during individualized coaching in best practices to improve teaching and learning.

Charlie Marshall action steps:

Weekly grade level PLC meetings to analyze data to focus on instruction that is data driven

Utilize STAR-360 math data to monitor progress. (BOY, MOY, EOY assessments)

Formative assessments math (teacher made tests, benchmarks, state)

Leveled lessons/activities to differentiate classroom instruction to meet the needs of all students

Utilize Pre-assessments for targeted instruction

Incorporate E2L coaching for all professional staff as support for teachers to increase performance in the classrooms

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 19% to 60% by August 2024.

Yearly Target Goals for All Students

Yearly Target Goals for All Students							
	2018	2019	2020	2021	2022	2023	2024
District Target Goals	25%	50%	57%	19%	47%	55%	60%
Statewide Closing the Gaps Performance Target	47%	47%	47%	47%	47%	55%	55%

Closing the Gaps Student Groups Yearly Target Goals

Closing the Gaps Student Groups Yearly Target Goals														
		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
Closing the Gaps Performance Targets*	2018-2022	31%	41%	58%	42%	76%	39%	53%	27%	39%	43%	30%	50%	31%
District Baseline Data	2018	*	25%	30%	*	*	-	*	*	23%	*	*	28%	*
	2019	60%	50%	51%	*	*	-	-	14%	52%	-	28%	53%	38%
District Target Goals	2020	COVID-19												
	2021	*	19%	16%	*	*	-	-	*	20%	-	*	19%	19%
	2022	*	41%	58%	*	*	-	-	*	39%	-	*	50%	31%
Closing the Gaps Performance Targets**	2023-2027	41%	51%	68%	52%	86%	49%	63%	37%	49%	--	40%	--	--
District Target Goals	2023	41%	51%	68%	*	*	-	-	*	49%	-	*	-	-
	2024	41%	51%	68%	*	*	-	-	*	49%	-	*	-	-

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District Baseline Data	2018	*	0%	0%	*	-	-	-	0%	0%	-	0%	-	-
	2019	0%	0%	0%	*	*	-	*	0%	0%	-	0%	-	-
District Target Goals	2020	COVID-19												
	2021	5%	20%	20%					5%	20%		10%		
	2022	10%	25%	25%					5%	25%		15%		
	2023	10%	25%	25%					5%	25%		15%		
	2024	15%	30%	30%					5%	30%		20%		

CCMR Progress Measure 3

The percentage of students achieving CCMR dual credit criteria will increase from 10% to 25% by 2024.

Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
District Target Goals	10%	5%	17%	10%	15%	20%	25%

Closing the Gaps Student Groups Yearly Target Goals

		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
District Baseline Data	2018	*	6%	5%	*	*	-	*	0%	6%	-	*	-	-
	2019	0%	5%	18%	*	-	-	-	0%	4%	-	0%	-	-
District Target Goals	2020	COVID-19												
	2021	15%	15%	20%					2%	20%		2%		
	2022	20%	20%	20%					3%	20%		3%		
	2023	25%	25%	25%					4%	25%		4%		
	2024	25%	25%	25%					5%	25%		5%		

CCMR Targeted Campus Plan

- Provide staff professional learning on CCMR Indicators. Focus on teacher roles and responsibilities, increasing knowledge
- PSAT for and 10th and 11th grade students
- SAT- Develop a school day SAT site
- ASVAB made available to students throughout the school year
- Research technologies ie EdSight to monitor progress toward meeting CCMR goals

TSI-

- On campus testing for TSI with proctor
- Test prep available for students
- Proctor on campus to test using ACCUPLACER test units on a monthly basis for any students wanting to test

Dual Credit-

- Increase the number of students eligible for dual credit from TSI testing and prep materials
- Finding scholarships available for dual credit students (or type of reimbursement program)
- Through classroom presentations and parent meetings to educate students and parents on the benefits of dual credit.

Industry based Certifications-

- Start educating 7th and 8th grade students on their college and career choices
- CTE program instructors will meet with 7th - 12th grade students to promote industry based programs
- Provide opportunities for students to explore and college choices through career and college fairs
- Bringing in industry and college career professionals for in class presentations (ie. craft training center etc.)