



Early Childhood Literacy and Mathematics Proficiency Plan

I. Plan Coordination and Reporting

A. District-Level Coordinator:

Dr. Shirley Miles, Deputy Chief of Schools, is assigned to coordinate the implementation of this plan.

B. Annual Review:

The school board will review this plan annually.

C. Annual Reporting:

An annual report on the progress of this plan will be posted on the website.

II. Five-Year Goals and Annual Targets

A. Literacy Goals:

1. Aggregate Student Growth on 3rd Grade Reading STAAR:

- Baseline (2023): 50% at Meets Grade Level or above
- Five-Year Goal (2028): Increase to 60% at Meets Grade Level or above
- Annual Targets:
 - 2024: 52%
 - 2025: 54%
 - 2026: 56%
 - 2027: 58%
 - 2028: 60%

2. K-1 DIBELS Composite Score:

- Baseline (2023): 80% at or above benchmark
- Five-Year Goal (2028): Increase to 90% at or above benchmark
- Annual Targets:
 - 2024: 82%
 - 2025: 84%
 - 2026: 86%
 - 2027: 88%
 - 2028: 90%

B. Mathematics Goals:

1. Aggregate Student Growth on 3rd Grade Math STAAR:

- Baseline (2023): 40% at Meets Grade Level or above
- Five-Year Goal (2028): Increase to 50% at Meets Grade Level or above
- Annual Targets:
 - 2024: 42%
 - 2025: 44%
 - 2026: 46%
 - 2027: 48%
 - 2028: 50%

[The baseline scores was determined using the 2022-2023 STAAR data from Sam Houston Elementary school. In the future, this baseline number will need to be adjusted, as other schools are added to the TFS Network.]

C. Closing the Gaps Domain Targets:

1. Economically Disadvantaged Students:

- Baseline (2023): 36% meeting grade level in reading and math
- Five-Year Goal (2028): Increase to 51% meeting grade level
- Annual Targets: Increase by 3 percentage points each year

2. English Learners:

- Baseline (2023): 50% meeting grade level in reading and math
- Five-Year Goal (2028): Increase to 65% meeting grade level
- Annual Targets: Increase by 3 percentage points each year

[Note: Only one student took the TELPAS in 2022-2023 and 2023-2024 at Sam Houston Elementary.]

D. Bilingual/ESL Program Targets:

- Baseline (2023): 45% of ELs making progress on TELPAS
- Five-Year Goal (2028): Increase to 60% of ELs making progress on TELPAS
- Annual Targets: Increase by 3 percentage points each year

[Note: Only one student took the TELPAS in 2022-2023 and 2023-2024 at Sam Houston Elementary.]

III. Professional Development

A. Targeted Professional Development:

1. Identify campuses not meeting plan goals by July 1st each year
2. Develop customized PD plans for K-3 teachers at identified campuses by July 22nd
3. Implement PD focusing on:
 - Differentiated instruction strategies
 - CKLA (Core Knowledge Language Arts)
 - K-3 Texas Reading Academies
 - Data-driven instruction methods

IV. Instructional Strategies

A. Literacy:

1. Implement a balanced literacy approach including:
 - Phonics instruction using CKLA
 - Guided reading with leveled texts
 - Texas reading academies
2. Utilize DIBELS for progress monitoring and assessments in K-3
3. Use of iReady Reading for progress monitoring

B. Mathematics:

1. Offer math enrichment opportunities for advanced learners
2. Differentiation model (TFS developed LSAE model) used in grades 2 and 3

V. Intervention and Support

A. Literacy:

1. Implement Leveled Literacy Intervention for struggling readers
2. Use of Science of Reading in 2nd and 3rd grades

3. Differentiation model (TFS developed LSAE model) used in grades 2 and 3
4. Hired reading interventionists

B. Mathematics:

1. Offer math enrichment opportunities for advanced learners
2. Differentiation model (TFS developed LSAE model) used in grades 2 and 3

VI. Parent and Community Engagement

- A. Host family literacy and math nights each semester
- B. Provide parent workshops on supporting literacy and math at home
- C. Distribute quarterly newsletters with literacy and math tips for parents

VII. Resource Allocation

- A. Invest in math manipulatives
- B. Fund campus reading specialist positions (reading interventionists and Science of Reading teachers)

VIII. Progress Monitoring and Evaluation

- A. Conduct benchmark assessments three times per year
- B. Hold data review meetings with grade-level teams monthly
- C. Adjust instructional strategies and interventions based on ongoing data analysis