

## Early Childhood Literacy Board Outcome Goal/Progress Measure

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 14% to 55% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
14%	24%	34%	44%	54%
			<b>Results=50%</b> <i>*Did not meet state minimum numbers</i>	

### 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	UT-UCS does not meet the 25-student minimum in any demographic group to qualify for Closing the Gap Rating												
2021													
2022													
2023													
2024													

### EC Literacy Targeted Professional Development Plan

- A. Each teacher will use a reading diagnostic to assess individual student reading abilities, guide instruction and measure growth.
- B. School schedule will provide intervention opportunities in reading which includes a master schedule that supports the implementation of tiered academic interventions.
- C. All teachers will implement language supports and accommodations to ensure growth for students at risk and not performing on grade level.
- D. Utilize decodable texts for early learner and Dyslexia intervention tool.
- E. Implementation of trauma-invested strategies and character education.
- F. All teachers will participate in brain-based learning professional development.
- G. Implementation of Professional Learning Communities to support EC teachers.
- H. Implementation of High-Quality Instructional Materials through the Texas COVID Recovery Instructional Materials Support Initiative.

## Early Childhood Math Board Outcome Goal/Progress Measure

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 22% to 62% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
22%	32%	42%	52%	62%
			Results=50%	
			*Did not meet state minimum numbers	

### 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	UT-UCS does not meet the 25-student minimum in any demographic group to qualify for Closing the Gap Rating												
2021													
2022													
2023													
2024													

### EC Math Targeted Professional Development Plan

- A. Each teacher will use a math diagnostic program to assess individual student reading abilities, guide instruction and measure growth.
- B. School schedule will provide intervention opportunities in math which includes a master schedule that supports the implementation of tiered academic interventions.
- C. Utilize early childhood math blended learning products and progress monitoring tools.
- D. District-wide Elementary training on Math Games to close calculation gaps.
- E. Implementation of trauma-invested strategies and character education.
- F. All teachers will participate in brain-based learning professional development.
- G. Implementation of Professional Learning Communities to support math instruction.
- H. Implementation of High-Quality Instructional Materials through the Texas COVID Recovery Instructional Materials Support Initiative.

## CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 29% to 79% by August 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
39%	49%	59%	69%	79%
			<i>Results=28.6%</i>	

### 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	UT-UCS does not meet the 25-student minimum in any demographic group to qualify for Closing the Gap Rating												
2021													
2022													
2023													
2024													

### CCMR Targeted Professional Development Plan

- A. Implement OnRamps in US History and English.
- B. Provide tutoring outside of school hours to support student success on the Texas Success Initiative Assessment 2.0.
- C. Implement individualized learning plans for students to increase basic academic skills that will support success in industry or career certification.
- D. Offer SAT, ACT and TSI in District as well as tutoring to support success for on these assessments.
- E. Partner with local community college for dual credit courses.
- F. Assess students' strengths and needs in the area of career knowledge and planning in grades 8-12 and promote CTE courses that lead to industry certifications.
- G. Promote Career and Technology education courses at various campuses that lead to industry or career certification.