

Early Childhood Literacy & Math Plans

As Required by House Bill 3
Texas 86th Legislative Session



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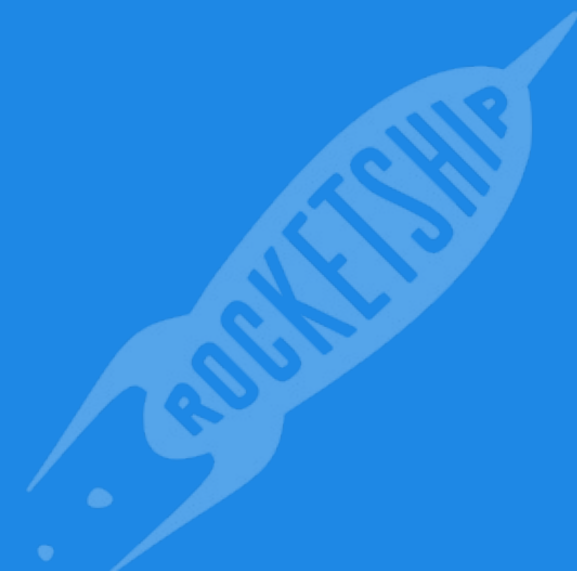
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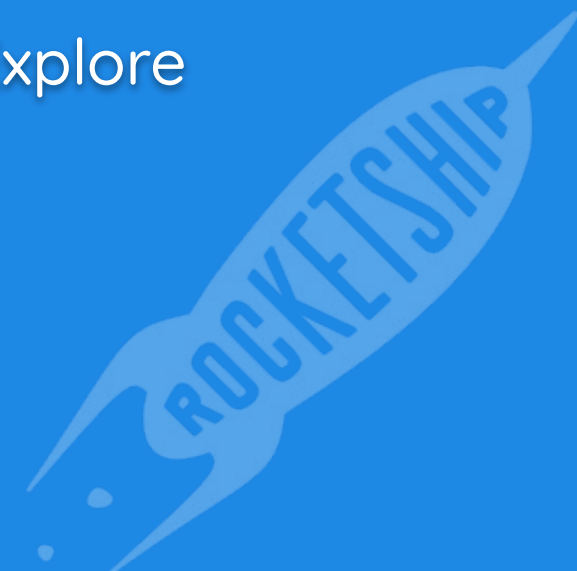
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THE OVERARCHING GOAL: 60x30

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

The 60x30 goal is essential to the future prosperity of Texas. Without bold action, Texas faces a future of diminished incomes, opportunities, and resources. The 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families.

The first goal in the plan, the 60x30 goal, aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree. The goal focuses on 25- to 34-year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state's large population makes the Texas economy similar in size to that of many countries. Within this global context, the state has seen a relative decline in educational attainment among this younger population.

The 60x30 goal also uses 25- to 34-year-olds as a yardstick to answer the question: How prepared is Texas for the future? Through the focused efforts of industry, government, community organizations, K-12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

TEA's Plan

In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a pre K through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public pre K through 12th grade educational continuum:

- **Sixty percent** of all students meeting the state's "**Meets**" standard at **third-grade** reading and math
- Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

Early Literacy Plan and Goals

The Early Childhood Literacy Proficiency Plan embraces all efforts to provide optimum opportunities to students in our district to achieve high standards of success in the area of literacy. In accordance with House Bill 3, the plan will incorporate a movement towards the strengthening and fostering of foundational reading skills that are at the center of literacy development. This endeavor must take into account all student populations and special groups that may require special literacy adaptations and accommodations in the learning of reading in the classroom.

The plan will take into account all educators as important stakeholders in a unified plan to increase reading proficiency among our children in the district with each constituent playing a valuable role in the success of our students. The literacy plan will demand a continual review of our foundational instructional programs in Pre-K through 3rd grade and the instructional approaches that are currently in use in our classrooms. A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at schools to prevent failure in reading. The integration of effective reading diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students.

Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of literacy, such as phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing. In accordance with research, these foundation skills continue to be at the forefront of literacy and are considered prerequisites in reaching advanced levels of reading. Improvement in early literacy will require the careful scrutiny of our delivery of instruction in our primary grades, specifically in the areas of phonics instruction, fluency, and the teaching of reading comprehension skills. In order to efficiently implement a district wide literacy improvement process, the district must plan accordingly and design campus based plans and goals aligned to the overall district expectations. The district plan will provide opportunities for professional growth for all educators in the area of literacy development through scheduled Literacy Academies. Each campus will have its own prescriptive plan that will address the unique learning needs of its student demographics. Campus level literacy plans will be implemented, monitored, and evaluated on a periodic basis in order to make needed modifications in specific areas of instruction.

Texas Reading Academies | Kinder - 3rd

Each teacher and principal will be required to attend a reading academy. Campus administrators will ensure that all teachers attend professional development opportunities and have a good understanding of reading foundational skills, instructional methods, and assessments. Reading achievement academies will be aligned by our regional service center and a training calendar will be provided to all districts in Texas. More information will be provided by TEA on the number of providers of the academies in the state. The providers may consist of vetted Region 11 staff. We train using the Comprehensive Model. It includes: in person training, delivered by a cohort coach, one cohort of 60 participants at a time, requires artifacts to be submitted to demonstrate competency, completed in 11 months. The academies will focus on specific content related directly to the acquisition of foundational reading skills and the use of diagnostic reading data deriving from assessments and screeners. Educators will be able to gain insight on how to interpret results and how they can be used effectively in making data-based decisions on instruction in reading and meeting the learning needs of students. The content of the Reading Academies will be aligned with the 13 Science of Teaching Reading Competencies.

Adopting a Systematic Phonics Curriculum K-3rd / Direct Instruction

The district may be required to adopt a separate Phonics Curriculum as mandated by the Texas Education Agency or may be allowed to utilize the current phonics program that is currently being implemented. The delivery of instruction in phonics instruction must be direct, systematic, and conducted through a scientifically research-based program. The phonics program must incorporate the foundational essential components of literacy. School districts are to select a phonics curriculum that incorporates a defined and structured scope and sequence and that provides in depth instruction on foundational skills. These foundational components of reading include the following: Phonemic Awareness, Phonics, Fluency, Vocabulary, Reading/Comprehension.

Goal 1: Third Grade Reading

	Baseline	23-24	24-25	25-26	26-27	27-28
Goal 1 The percentage of 3rd grade students who score <i>Meets grade level</i> or above on <u>STAAR Reading</u> will increase from 23% in September 2023 to 40% by June 2028.	23	26	29	32	35	40

Reading Progress Monitoring

3rd Grade Reading Diagnostic Screeners/State Assessments	Beginning	Middle	Ending
DIBELS	Sept	Nov	May
3rd Grade: STAAR Interim Assessment	Sept	Nov	March
3rd Grade: STAAR		STAAR Interim	May

Mathematics Plans and Goals

Like the literacy plan, the Mathematics Plan will demand a continual review of our foundational instructional programs in Pre-K through 3rd grade and the instructional approaches that are currently in use in our classrooms.

A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at schools to prevent failure in mathematics. The integration of effective mathematics diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students. Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of mathematics instruction.

	Baseline	23-24	24-25	25-26	26-27	27-28
Goal 1 The percentage of 3rd grade students who score <i>Meets grade level or above</i> on <u>STAAR Reading</u> will increase from 23% in September 2023 to 40% by June 2028.	23	26	29	32	35	40
GPM 1.1. The percentage of Kindergarten students who score in the 67th percentile or higher on the NWEA growth assessment in reading will go from 18% to 30% by June 2028.	29					
GPM. 1.2 The percentage of first grade students who score in the 67th percentile or higher on the NWEA growth assessment in reading will go from 20% to 30% by June 2028.	17					
GPM. 1.3 The percentage of second grade student who score in the 67th percentile or higher on the NWEA growth assessment in reading will go from 17% to 30% by June 2028.	2					

Mathematics Progress Monitoring

3rd Grade Mathematics Screeners/State Assessments	Beginning	Middle	Ending
3rd Grade: NWEA	Sept	Jan	May
3rd Grade: STAAR Interim Assessment	Sept	Nov	March
3rd Grade: STAAR		STAAR Interim	May

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