UTPB STEM Academy
Early Childhood Literacy Proficiency District Plan 2021-2025
Kindergarten through 3rd Grade

12/11/20
BONNIE VILLARREAL, READING COACH
MONICA ELIZONDO, ELEMENTARY PRINCIPAL
House Bill 3 (HB 3)

About

- Passed in 2019 by the 86th Texas Legislature
- Signed into law June 11, 2019 by Governor Abbott
- Amends statute to require LEAs adopt
  - K-3 Phonics Curriculum
    - systematic direct instruction,
    - Use integrated reading instruments
    - Prioritize the placement of highly effective teachers in K-2.

Directives

- The Science of Teaching Reading (STR) Exam (TEC Sec.21048 (a-2))
- Reading Standards for K – 3rd Grades (TEC Sec. 28.0062(a))
  - Reading Academies
    - All K-3 teachers and principals must complete the Reading Academies by the 2021-2022 school year.
  - Certified Practices
    - Phonics curriculum
    - Placement of highly effective teachers in K-2
    - Integrated reading instruments
  - Reading Advisory Board
Approximately 65% of Texas 4th & 8th grade students who participated in the 2019 National Assessment of Educational Progress (NAEP) Reading Assessment scored BELOW Proficient.
HB 3 GOALS

STAAR
TEXAS PRIMARY READING INVENTORY (TPRI)
Background Information 3rd Grade Reading STAAR

<table>
<thead>
<tr>
<th>Correct</th>
<th>Does Not Meet</th>
<th>APPROACHES*</th>
<th>MEETS</th>
<th>MASTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td># Correct</td>
<td>0-17</td>
<td>18-25</td>
<td>26-28</td>
<td>29-34</td>
</tr>
<tr>
<td>% Correct</td>
<td>50</td>
<td>75.53</td>
<td>82.35</td>
<td>100</td>
</tr>
</tbody>
</table>

*In 2019, 81% of our 3rd grade students scored Approaches or better on the STAAR.
Board Outcome Goal 1: Early Childhood Literacy

The percent of 3rd grade students that score MEETS* grade level or above on STAAR Reading will increase from 48% to 60% by June 2025.

| Yearly Targets (% MEETS on 3rd Grade Reading STAAR) |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 2019            | 2021            | 2022            | 2023            | 2024            | 2025            |
| 48              | 50              | 52              | 54              | 57              | 60              |

*Students must correctly score between 75.5% and 82% of the test to achieve MEETS grade level.
### Board Outcome Goal 2: Closing the Gaps
3rd Grade Student Groups Yearly STAAR Reading Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Black %</th>
<th>Hispanic %</th>
<th>White %</th>
<th>American Indian %</th>
<th>Asian %</th>
<th>2 or More %</th>
<th>SPED %</th>
<th>ECO DIS %</th>
<th>At Risk %</th>
<th>ELL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>NA</td>
<td>39</td>
<td>51</td>
<td>NA</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>20</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2021</td>
<td>*</td>
<td>41</td>
<td>53</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>22</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>2022</td>
<td></td>
<td>46</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
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<td></td>
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<tr>
<td>2023</td>
<td></td>
<td>52</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td></td>
<td>58</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td></td>
<td></td>
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<tr>
<td>2025</td>
<td></td>
<td>63</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Targets are the percentage of students who are at the MEETS criteria on 3rd Grade Reading STAAR.**
PROGRESS MEASURING OUR GOALS

TEXAS PRIMARY READING INVENTORY (TPRI)
TEXAS KINDERGARTEN ENTRY ASSESSMENT (TX – KEA)
K – 3 Campus as a Whole
Board Outcome Progress Measure 1.1

**Progress Measure 1.1:** The percent of Kindergarten to Third Grade students that score "Masters" on the End of the Year (EOY) Texas Primary Reading Inventory (TPRI) will increase from 71% to 90% by June 2025.

<table>
<thead>
<tr>
<th>Yr</th>
<th>Black %</th>
<th>Hispanic %</th>
<th>White %</th>
<th>Am. In/Alaskan Nat. %</th>
<th>Asian %</th>
<th>2 or More %</th>
<th>SPED %</th>
<th>ECO DIS %</th>
<th>At Risk %</th>
<th>ELL/LEP %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>100</td>
<td>68</td>
<td>72</td>
<td>50</td>
<td>86</td>
<td>80</td>
<td>42</td>
<td>63</td>
<td>44</td>
<td>50/80</td>
</tr>
<tr>
<td>2021</td>
<td>100</td>
<td>70</td>
<td>74</td>
<td>54</td>
<td>88</td>
<td>82</td>
<td>45</td>
<td>65</td>
<td>47</td>
<td>52/82</td>
</tr>
<tr>
<td>2022</td>
<td>100</td>
<td>75</td>
<td>78</td>
<td>58</td>
<td>90</td>
<td>84</td>
<td>50</td>
<td>70</td>
<td>52</td>
<td>57/87</td>
</tr>
<tr>
<td>2023</td>
<td>100</td>
<td>80</td>
<td>82</td>
<td>65</td>
<td>92</td>
<td>86</td>
<td>54</td>
<td>75</td>
<td>56</td>
<td>62/82</td>
</tr>
<tr>
<td>2024</td>
<td>100</td>
<td>85</td>
<td>86</td>
<td>70</td>
<td>94</td>
<td>88</td>
<td>58</td>
<td>80</td>
<td>60</td>
<td>67/87</td>
</tr>
<tr>
<td>2025</td>
<td>100</td>
<td>90</td>
<td>90</td>
<td>75</td>
<td>96</td>
<td>90</td>
<td>65</td>
<td>85</td>
<td>67</td>
<td>72/92</td>
</tr>
</tbody>
</table>
Kindergarten Specific
Progress Measure 1.2: The percent of Kindergarten students that score "On-Track" on End of the Year (EOY) TX-KEA* will increase from 70% to 90% by June 2025.

<p>| Kindergarten Yearly Targets (% &quot;On-Track&quot; TX-KEA) |</p>
<table>
<thead>
<tr>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
</tr>
</tbody>
</table>

* EOY TX-KEA data will not be available until June 2021. At that time, we will set goals for our subgroups.
Board Outcome Progress Measure 1.3

Progress Measure 1.3: The percent of Kindergarten students that score "Developed in All Areas" on EOY TPRI will increase from 34% to 75% by June 2025.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target (% Developed in All Areas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>34</td>
</tr>
<tr>
<td>2021</td>
<td>40</td>
</tr>
<tr>
<td>2022</td>
<td>45</td>
</tr>
<tr>
<td>2023</td>
<td>55</td>
</tr>
<tr>
<td>2024</td>
<td>65</td>
</tr>
<tr>
<td>2025</td>
<td>75</td>
</tr>
</tbody>
</table>

* 2020 EOY TPRI data for subpopulations was not available. Once we receive those, we will set our 5-year goals for each subgroup.
Grades 1 – 3 Consecutively
Board Outcome Progress Measure 1.4

Progress Measure 1.4: The percent of First Grade students that score "Developed in All Areas" on EOY TPRI will increase from 17% to 75% by June 2025.

<table>
<thead>
<tr>
<th>Yearly Targets (% Developed in All Areas)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
</tr>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

* 2020 EOY TPRI data for subpopulations was not available. Once we receive those, we will set our 5-year goals for each subgroup.
Progress Measure 1.5: The percent of **Second Grade** students that score "Developed in All Areas" on EOY TPRI will increase from **26% to 75%** to by June 2025.

<table>
<thead>
<tr>
<th>Yearly Targets (% Developed in All Areas)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
</tr>
<tr>
<td>26</td>
</tr>
</tbody>
</table>

* 2020 EOY TPRI data for subpopulations was not available. Once we receive those, we will set our 5-year goals for each subgroup.
Board Outcome Progress Measure 1.6

Progress Measure 1.6: The percent of Third Grade students that score "Developed in All Areas" on EOY TPRI will increase from 8% to 65% by June 2025.

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>25</td>
<td>35</td>
<td>45</td>
<td>55</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

* 2020 EOY TPRI data for subpopulations was not available. Once we receive those, we will set our 5-year goals for each subgroup.
UTPB STEM Academy
K-3rd Grade
Literacy Plan
Simple View of Reading (1986)
Scarborough's Reading Rope (2001)
The Science of Teaching Reading

- The heart of HB 3 and the basis of all ELAR professional development for K-3 teachers.
## Targeted Professional Development

<table>
<thead>
<tr>
<th><strong>2020-2021</strong></th>
<th><strong>2021-2022</strong></th>
<th><strong>2020-2022</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Kindergarten – 2nd Grade teachers, the 3rd Grade ELAR teacher, district Reading Coach, and the Principal will attend the Reading Academies.</td>
<td>The other two 3rd grade teachers, the Special Education teacher, any new teacher in K-3, and the Superintendent will attend Reading Academies.</td>
<td>Reading Coach will assist teachers with implementing ELAR lessons by modeling, observations with constructive feedback, and lesson planning. Coach will help teachers apply what they are learning in academies. Reading Coach/Region 18 will provide reading PD as needed.</td>
</tr>
</tbody>
</table>
Based on the science of teaching reading, instruction must include:

- Large Group Instruction, Small Group Instruction, Independent Centers, and 1:1
- Explicit instruction in Phonics w/opportunities to practice
- Multi-Sensory literacy instruction
- Small group and individual focused intervention lessons and activities based on BOY and MOY TPRI screenings
- Small group time includes Guided Reading, Decodable Text, iRead program HMH, and direct instruction
- Interventions include small group instruction and guided reading/writing in class, individual conferences and instruction, after school tutorials
- Differentiation of instruction in small groups and learning centers based on student data and needs
- Interventions, guided reading, and tutorials begin no later than October 1
Certified Literacy Practice 1: Phonics Curriculum

1) Provide the use of phonics curriculum that uses systematic direct instruction in Grades K-3.

- For 2020-2021, STEM will use the phonics instruction in HMH, the new state approved Phonics Program (still pending this information), and resources in TEKS Resource System.

- Systematic: careful scope & sequence that follows a continuum of skill complexity, builds upon previous learning, and includes review and repetition.

- Direct Instruction: Letter-sound relationship or phonics skill is explicitly taught to students.

- Includes scripted lessons, explanations, modeling, guided practice, & opportunities to practice new learning with feedback.

- Occurs in whole group, small group, or individual instructional setting

- Multi-Sensory phonics instruction
Cert. Literacy Practice 2: Highly Effective K-2 Teachers

2) Prioritize placement of highly effective teachers in Grades K-2. Criteria for highly effective teaching in K-2:

- Performance observations and evaluations
- Student performance data/ evidence of growth
- Demonstrates experience w/differentiating for a variety of student needs.
- Demonstrates experience w/ building a strong classroom community & positive relationships w/ students & families
3) Integrated reading instruments used to diagnose reading development and comprehension to support each student in Grades K-3.

- In-depth understanding of a student’s skill mastery, gaps, and growth
- Diagnostic data that shows foundational skills and comprehension

*Literacy practices were certified in the 2019-2020 school year by completing an online TEA survey/checklist of assurances.
Kindergarten Readiness Plan

• Only 58% of Texas students currently come to school Kindergarten ready.

► Parent education and activities for home provided in summer of 2020 for students enrolled in Kindergarten in Fall 2020
► Two Summer “Introduction to School” S'more Newsletters provided by our kinder teachers and reading coach.
► Library Read-Alouds, activities, summer “Introduction to Kinder” on campus events, and free books spring and summer of 2021
► HEB Read 3 Program (will begin in Summer 2021 or Summer 2022)
Kindergarten Plan

TX-KEA Screener- Free to districts through CLI engage in 2020-2021
- Designates Kindergarten Ready or Not Kindergarten Ready
- Administered BOY, MOY, and EOY (within 3-week window)
- Generates written parent reports after BOY
- CLI engage reports district scores directly to TEA
- Classroom interventions and formative classroom data collections begin immediately after BOY and MOY

TPRI- Reading Assessment administered BOY, MOY, and EOY (EOY Includes universal dyslexia screener)
<table>
<thead>
<tr>
<th>Grade</th>
<th>1 Sep</th>
<th>2 Oct</th>
<th>3 Nov</th>
<th>4 Dec</th>
<th>5 Jan</th>
<th>6 Feb</th>
<th>7 Mar</th>
<th>8 Apr</th>
<th>9 May</th>
<th>10 Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>—</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>H</td>
<td>I</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>2</td>
<td>J</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<tr>
<td>3</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>O</td>
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<td>O</td>
<td>P</td>
<td>P</td>
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<tr>
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<td>P</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>R</td>
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<td>S</td>
<td>S</td>
<td>S</td>
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<tr>
<td>5</td>
<td>S</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>V</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>6</td>
<td>V/W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>7-8</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/Z</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
<td>Z</td>
</tr>
</tbody>
</table>
Kindergarten Progress Monitoring

- On-going letters and sounds, checks of letters and sounds taught and not mastered
- Phonological awareness checks of skills taught
- Phonics skills checks
- Sight word check lists
- iRead online monitoring from HMH
- Teacher observations
- Work samples
- Running Records every 6 weeks once student is reading checking accuracy, fluency, and comprehension. (Grade based on reading on grade level)
- Text **Level A in October, B in November, C in January, D in April** (all kinder students to Level D by end of year)
Assessments for Grades 1 & 2

TPRI:
- BOY Screener and Inventory
- First grade has MOY universal screener for Dyslexia by end of January
- Second Graders screened as appropriate
- MOY Progress Monitoring
- EOY Growth Measure

HMH Growth Measure (used with students who are Reading)
- BOY, MOY, EOY
- Measures reading growth over the year
- HMH iRead Progress Monitoring
Progress Monitoring Grades 1 & 2

Running Records every 6 weeks once student is reading checking accuracy, fluency, and comprehension. (Grade based on reading on grade level)

1st: Text Level D in September, E in October, F in November, G in January, H in February, I in April, J in May (all 1st grade students to Level J by end of year)

2nd: Text Level J in September, Level K in October, Level L in January, Level M in April (all 2nd grade students to Level M by end of year)

On-going letters and sounds checks of letters and sounds taught and not mastered

Phonological awareness checks of skills taught

Phonics skills checks

Sight word check lists

iRead online monitoring from HMH

Teacher observations

Work samples
Assessments and Progress Monitoring for Grade 3

- **TPRI**
  - BOY Screener, MOY Progress Monitoring, EOY Growth
  - Interventions and activities linked to TPRI

- **HMH Growth Measure** (used with students who are reading)
  - BOY, MOY, EOY
  - Measures reading growth over the year

- **Running Records**
  - Every 6 weeks checking accuracy, fluency, and comprehension.
  - Students reading below grade level for progress monitoring.
  - Text Level **M in September, N in October, O in January, P in April**, (All 3rd grade students to Level P by end of year.)

- **District Benchmarks**