



## **Calvin Nelms Charter Schools**

Calvin Nelms Charter Schools' mission is to provide students with a safe and secure learning environment to gain meaningful, and personalized learning opportunities for all students to reach their full potential as productive members of the community.

---

# **HB3 Early Literacy Goals and Strategies**

October 11, 2023

Heather Smith, Director of Special Populations

• Accredited by the Texas Education Agency •

20625 Clay Road • Katy, Texas 77449 • 281-398-8031 • [www.cnchs.net](http://www.cnchs.net)

<b>Goal 1:</b> Increase the percentage of students reading at grade level.				
The percentage of 3rd Grade students reading at grade level or above, measured by Meets, Approaches on STAAR, will increase from the baseline of 70% to 94% as reported on the August 2024 TAPR.				
<b>Baseline:</b> 70% Meets or Better as reported on August 2023 TAPR	<b>Spring 2024</b>	<b>Spring 2025</b>	<b>Spring 2026</b>	<b>Spring 2027</b>
<b>Annual Targets</b>	70%	72%	75%	78%

*Strategies for Reading Goal Attainment for All Students:*

- CNCS teachers in Grades K-3 will participate in the Texas Reading Academy and successfully complete the course on all performance tasks.
- All English Language Arts teachers in Grades K-3 will receive training on implementation and progress monitoring guidelines by Fall 2025.
- Director of Special Populations, Campus Administration, and ELA Teachers (K-3) will identify needed curriculum and define explicit instruction protocols for Phonics Curriculum implementation in the 2023-2024 school year.
- ELA teachers in Grades 2 and 3 will receive instructional coaching in the 2024-2025 school year. Coaching will focus on implementation of knowledge and skills gained through participation in the Reading Academy to ensure that all teachers are implementing the Science of Teaching Reading standards.
- All subject teachers in Grades 2 and 3 will complete the Reading Academy in 2023-2024 and receive instructional coaching in 2023-2024 to support integration of effective reading instruction in the content areas.
- Director of Special Populations, in conjunction with Campus Administration and ELA teachers, will evaluate CNCS current curriculum and instructional materials to ensure alignment with the Science of Teaching Reading standards.
- Director of Special Populations and Campus Administrators will refine and define Response to Instruction and Response to Intervention protocols, including defining Instruction and Intervention materials, cut points, progress monitoring tools, and strategies for acceleration.
- An Early Reading Instrument to fulfill the Dyslexia screener requirements will be selected and teachers will receive training for implementation in Fall 2025.

**Goal 2:** Increase the percentage of identified subpopulation students reading at grade level.

The percentage of each subpopulation of students reading at grade level or above, measured by Meets, Approaches or better on STAAR, will increase from its baseline to 94% or better as reported on August 2027 TAPR.

		Annual Targets				
Subpopulation	Baseline as reported on August 2022 TAPR	Spring 2023: No Data	Spring 2024	Spring 2025	Spring 2026	Spring 2027
African American	47%		47%	54%	61%	68%
Hispanic	48%		48%	55%	62%	69%
White	55%		55%	62%	69%	76%
Asian	33%		33%	40%	47%	54%
Two or More Races	50%		50%	57%	64%	71%
Special Education (Current)	*		*	*	*	*
Econ Disadvantage	38%		38%	45%	52%	59%
EL (Current & Monitored)	40%		40%	47%	54%	61%

*Strategies Specific to Subpopulation Goal Attainment:*

- All K-3 Teachers and Campus Administrators will receive training in research-based and evidence-based practices for designing, implementing, and monitoring English language proficiency instruction.
- K-12 English Language support will be implemented in the 2023-2024 school year.
- Student Istation and Read180 Data will be disaggregated by subpopulation beginning in 2024 to support progress monitoring and analysis of subpopulation performance.
- Director of Special Populations will provide access to training in culturally responsive teaching for all K-3 Teachers and Campus Administrators.
- Utilize Family Outreach funds to create CNCS Parent Teacher Teams to engage parents of lower-performing students.

<b>Goal 3:</b> Increase the percentage of students applying mathematics at grade level.				
The percentage of 3rd Grade students applying mathematics at grade level or above, measured by Meets, Approaches or better on STAAR, will increase from the baseline of 73% to 95% as reported on the August 2024 TAPR.				
<b>Baseline:</b> 70% Meets or Approaches as reported on August 2019 TAPR	<b>Spring 2024</b>	<b>Spring 2025</b>	<b>Spring 2026</b>	<b>Spring 2027</b>
<b>Annual Targets</b>	73%	75%	78%	81%

*Strategies for Mathematics Goal Attainment for All Students:*

- All teachers in Grades K-3 will participate in a CNCS Math Academy to build knowledge and skill in designing, implementing, and evaluating the effectiveness of their instruction in the five strands of mathematical proficiency. This will be developed in 2023-2024 and implemented in 2024-2025.
- The Director of Special Populations, in conjunction with Campus Administration and Math teachers, will evaluate our current curriculum and instructional materials to ensure alignment with both STAAR proficiency standards for master’s level performance.
- Director of Special Populations and Campus Administrators will refine and define Response to Instruction and Response to Intervention protocols, including defining Instruction and Intervention materials, progress monitoring tools, and strategies for acceleration.
- Campus Leadership and teachers will receive training in how to leverage Aleks data to set goals for students that close gaps and in how to design, implement, and monitor effective intervention and acceleration.
- Director of Special Populations will provide access to training in culturally responsive teaching for all K-3 Teachers and Campus Administrators.
- Utilize Family Outreach funds to create CNCS Parent Teacher Teams to engage parents of lower-performing students.

<b>Goal 4: Increase the percentage of identified subpopulation students applying mathematics at grade level.</b>						
The percentage of each subpopulation of students applying mathematics at grade level or above, measured by Meets, Approaches on STAAR, will increase from its baseline to 95% or better as reported on August 2024 TAPR.						
		<b>Annual Targets</b>				
<b>Subpopulation</b>	<b>Baseline as reported on August 2022 TAPR</b>	<b>Spring 2023: No Data</b>	<b>Spring 2024</b>	<b>Spring 2025</b>	<b>Spring 2026</b>	<b>Spring 2027</b>
African American	55%		55%	63%	70%	78%
Hispanic	64%		64%	69%	73%	78%
White	73%		73%	77%	82%	86%
Asian	90%		90%	91%	92%	93%
Two or More Races	60%		60%	65%	70%	75%
Special Education (Current)	*		*	*	*	*
Econ Disadvantage	54%		54%	62%	68%	74%
EL (Current & Monitored)	61%		61%	65%	69%	74%

*Strategies Specific to Subpopulation Goal Attainment:*

- \*All K-3 Teachers and Campus Administrators will receive training in research-based and evidence-based practices for designing, implementing, and monitoring English language proficiency instruction.
- \*K-12 English Language support will be implemented in the 2023-2024 school year.
- \*Student Aleks data will be disaggregated by subpopulation beginning in 2024 to support progress monitoring and analysis of subpopulations.