

**HB-3 School Board Goals:  
Early Childhood Literacy,  
Mathematics, and CCMR  
Plan  
2025-2029**



# Literacy

## Board Outcome Goal Progress Monitoring Report

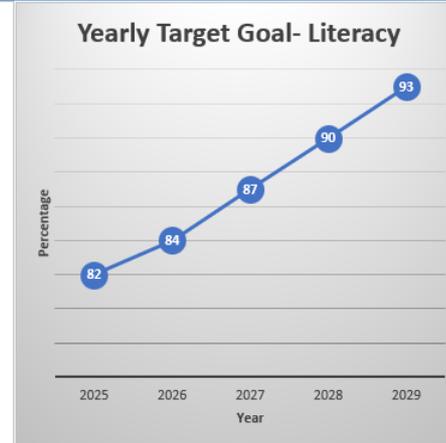
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 23% to 60% by June 2029.

Overall Goal  
Evaluation:  
Progressing

### Progress Measure 1.1

Early Childhood Literacy Progress Measure 1.1: The percent of PreK students that score On Track in Reading Phonological Awareness (Rapid Letter Naming) on CIRCLE will increase from 82% to 93% by June 2029.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



# Closing the Gaps Student Groups

## 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
2025	82%	82%	*	*	*	*	*	*	82%	N/A	82%	N/A
2026	84%	84%	*	*	*	*	*	*	84%	N/A	84%	N/A
2027	87%	87%	*	*	*	*	*	*	87%	N/A	87%	N/A
2028	90%	90%	*	*	*	*	*	*	90%	N/A	90%	N/A
2029	93%	93%	*	*	*	*	*	*	93%	N/A	93%	N/A

## Campus Updates

**Buckner Preparatory** - Phonological Awareness Skills: 82% On Track, 18% Needs Support. Conciencia Fonologica: 76% on Track, 24% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

**Campus Goal  
Evaluation: On track**

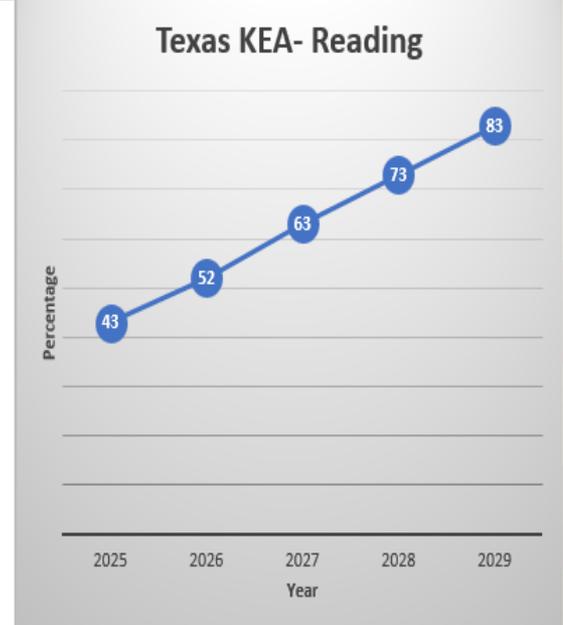
**East Grand Preparatory** - Phonological Awareness Skills: 96% On Track, 4% Needs Support. Conciencia Fonologica: 93% On Track, 7% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development, and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

**Campus Goal  
Evaluation: On track**

# Progress Measure 1.2

Early Childhood Literacy Progress Measure 1.2: The percent of K students that score on grade level or above on Circle Kindergarten Progress Monitoring will increase from 43% to 83% by June 2029.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



# Closing the Gaps Student Groups

## 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
2025	38%	48%	*	*	*	*	*	*	43%	N/A	48%	N/A
2026	52%	52%	*	*	*	*	*	*	52%	N/A	52%	N/A
2027	73%	68%	*	*	*	*	*	*	68%	N/A	68%	N/A
2028	78%	78%	*	*	*	*	*	*	78%	N/A	78%	N/A
2029	83%	83%	*	*	*	*	*	*	83%	N/A	83%	N/A

## Campus Updates

**Buckner Preparatory** - ELAR (English) - 38% K Ready, 62% Needs Support. SLAR (Spanish) Nombres de las letras, Nombres de los sonidos, Juntando sonidos: 28% On Track, 72% Needs Support. **Plans moving forward:** One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:**  
**Progressing**

**East Grand Preparatory** - ELAR (English) 19% K Ready, 81% Needs Support. SLAR (Spanish) Nombres de las letras, Nombres de los sonidos, Juntando sonidos: 48% On Track, 52% Needs Support. **Plans moving forward:** One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:**  
**Progressing**

# Progress Measure 1.3

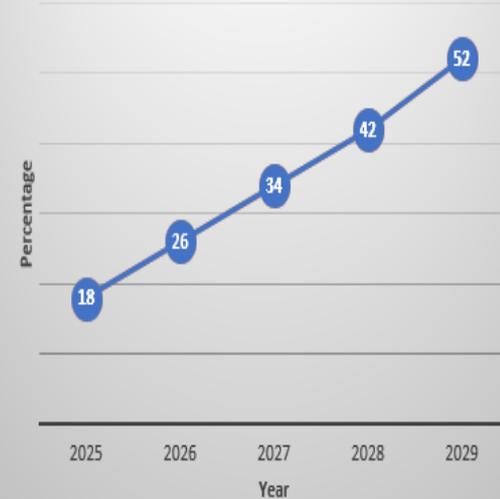
Early Childhood Literacy Progress Measure 1.3: The percent of 2nd and 3rd grade students that score on grade level or above in Reading on Fall NWEA MAP test (Projected to STAAR Meets) will increase from 18% to 52% by June 2029.



This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



NWEA- On Grade Level:  
Reading



# Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 23% to 60% by June 2029.

Overall Goal  
Evaluation:  
Progressing

## Closing the Gaps Student Groups

### 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
2025	25%	23%	-	-	-	-	-	0%	23%	29%	17%	27%
2026	33%	33%	-	-	-	-	-	33%	33%	33%	33%	33%
2027	42%	42%	-	-	-	-	-	42%	42%	42%	42%	42%
2028	51%	51%	-	-	-	-	-	51%	51%	51%	51%	51%
2029	60%	60%	-	-	-	-	-	60%	60%	60%	60%	60%

## Campus Updates

**Buckner Preparatory-** NWEA 19.4% of 2nd grade students and 15.8% of 3rd grade students are projected to score at Meets on STAAR taken in Spring.  
**Buckner Preparatory STAAR 2025-** Student count: 37; Did not Meet Count: 16 , Percent: 43%; Approaches Count: 5, Percentage: 57%; Meets Count: 8, Percent: 46%; Masters Count: 8, Percent: 23%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on guided reading, grade level specific supports through make-and-takes (for guided reading time), relevant student friendly teaching (Learning and the Brain strategies), culturally relevant classroom libraries, TEA Reading Academies, SEL - 7 Mindsets.

Campus Goal  
Evaluation:  
Progressing

**East Grand Preparatory-** NWEA 15.8% of 2nd grade students and 20.9% of 3rd grade students are projected to score at Meets on STAAR taken in Spring.  
**East Grand Preparatory STAAR 2025-** Student count: 73; Did not Meet Count: 26, Percent: 41%; Approaches Count: 18, Percent: 66%; Meets Count: 19, Percent: 43%; Masters Count: 10, Percent: 15%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on guided reading, stations for guided reading, grade level specific supports through make-and-takes, relevant student friendly teaching (Learning and the Brain strategies), culturally relevant classroom libraries, TEA Reading Academies, SEL - 7 Mindsets.

Campus Goal  
Evaluation:  
Progressing

# Next Step Priorities

In a continued effort to close the achievement gap, Cityscape schools has set targeted SMART goals. To accelerate the learning, High Quality Instructional Materials (HQIM) were provided for all grade levels starting with PK. The HQIM implementation plan was designed to help teachers strategize on implementation of Research Based Instructional Strategies (RBIS) during Professional Learning Community (PLC) time. By utilizing this format, teachers were able to focus on the internalization and rehearsal of the lessons as well as conduct data analysis for differentiated instruction planning.

For Kinder through 8th grades SAVVAS was selected for HQIM. SAVVAS is aligned to research based instructional strategies, supports all students accessing grade-level content, and includes embedded assessments/progress monitoring aligned to lesson plans scope and sequence. Professional development on both curricular tools was given before the start of the 2025-2026 school year as well as on an ongoing basis throughout the school year. Specialized instructional coaches provided one-on-one supports and conducted targeted planning sessions with teachers. To have more impact, the Teaching and Learning division, in collaboration with administrators and I-Coaches, tiered teachers for targeted support.

All language arts teachers received lesson plans that were aligned across grade levels with targeted standards, while principals focused on action steps for planning, leading, and monitoring effective implementation. Moreover, all PreK teachers have been trained by the Children's Learning Institute (CLI by UT Health Houston) CIRCLE. CIRCLE PK curriculum was selected because it is a comprehensive, research-based curriculum that includes inquiry, exploration, and discovery as the foundation for learning through thematic units. This curriculum targets cognitive, linguistic, and social emotional development.

# Mathematics

# Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 30% to 60% by June 2029.

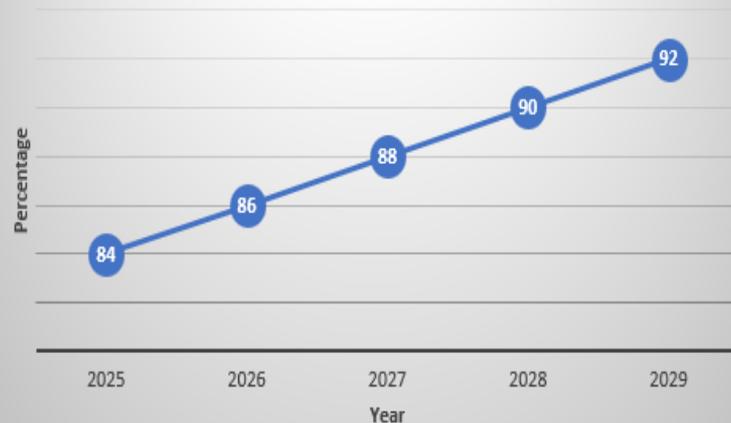
Overall Goal Evaluation:  
Progressing

## Progress Measure 2.1

Early Childhood Math Progress Measure 2.1: The percent of PreK students that score On Track on the Math Overall Measure on EOY CIRCLE will increase from 84% to 92% by June 2029.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.

Yearly Target Goal- EOY Circle Math



# Closing the Gaps Student Groups

## 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
2025	*	85%	*	*	*	*	*	*	86%	N/A	82%	N/A	N/A
2026	86%	86%							86%	N/A	86%	N/A	N/A
2027	88%	88%							88%	N/A	88%	N/A	N/A
2028	90%	90%							90%	N/A	90%	N/A	N/A
2029	92%	92%							92%	N/A	92%	N/A	N/A

**Buckner Preparatory** - Math Skills: 85% On Track, 15% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:  
On Track**

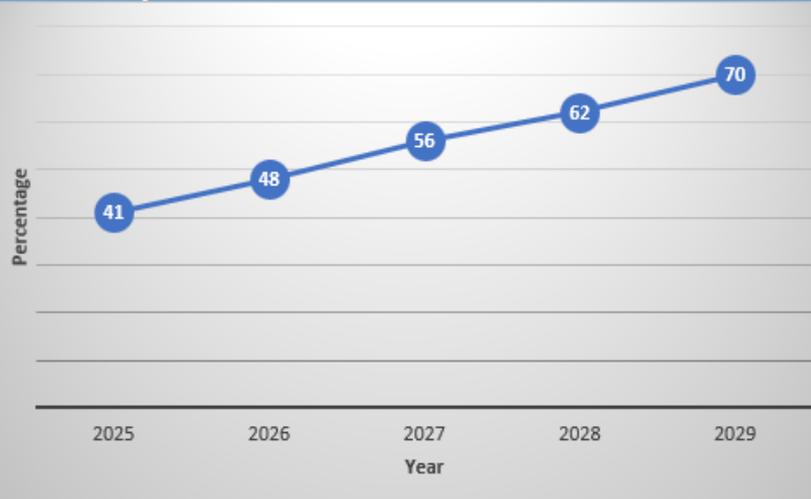
**East Grand Preparatory** - Math Skills: 93% On Track, 7% Needs Support. **Plans moving forward:** One-to-one coaching (district Early Childhood & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:  
On Track**

## Progress Measure 2.2

Early Childhood Math Progress Measure 2.2: The percent of K students that score on grade level or above on Circle Kindergarten Progress Monitoring (Math) will increase from 41% to 70% by June 2029.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



# Closing the Gaps Student Groups

## 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
2025	40%	42%	*	*	*	*	*	*	40%	*	42%	N/A	N/A
2026	48%	48%	*	*	*	*	*	*	48%	*	48%	N/A	N/A
2027	56%	56%	*	*	*	*	*	*	56%	*	56%	N/A	N/A
2028	62%	62%	*	*	*	*	*	*	62%	*	62%	N/A	N/A
2029	70%	70%	*	*	*	*	*	*	70%	*	70%	N/A	N/A



## Campus Updates

Buckner Preparatory - Math skills: 41% On Track, 59% Needs Support. Plans moving forward: One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets)..

**Campus Goal Evaluation:**  
**On Track**

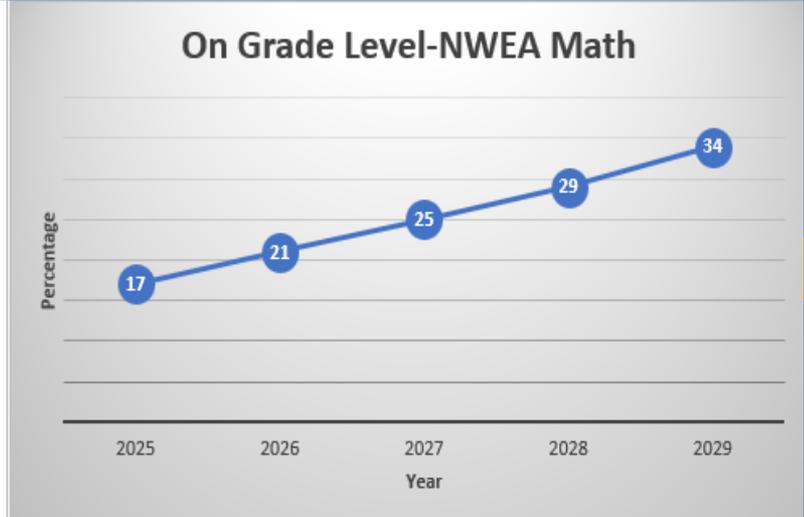
East Grand Preparatory - Mathematics: 43% of students scored On Track, 57% Need Support. Plans moving forward: One-to-one coaching (district Early Childhood & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs, after-school professional development and other targeted training sessions. Emphasis on developmentally appropriate practices, grade level specific supports through Region 10 and partnership cohorts, and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:**  
**On Track**

## Progress Measure 2.3

Early Childhood Math Progress Measure 2.3: The percent of 2nd and 3rd grade students that score on grade level or above in Math on Fall NWEA MAP test (Projected to STAAR Meets) will increase from 17% to 34% by June 2029.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



# Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 30% to 60% by June 2029.

Overall Goal Evaluation:  
Progressing

## Closing the Gaps Student Groups

### 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
2025	25%	39%	*	*	*	*	*	9%	38%	43%	34%	41%	28%
2026	44%	44%	*	*	*	*	*	44%	44%	44%	44%	44%	44%
2027	50%	50%	*	*	*	*	*	50%	50%	50%	50%	50%	50%
2028	55%	55%	*	*	*	*	*	55%	55%	55%	55%	55%	55%
2029	60%	60%	*	*	*	*	*	60%	60%	60%	60%	60%	60%

## Campus Updates

**Buckner Preparatory- NWEA** 16.2% of 2nd grade students and 13.5% of 3rd grade students are projected to score at Meets on STAAR taken in Spring.

**Buckner Preparatory STAAR 2025-** Student count: 37; Did not Meet Count: 16, Percent: 43.2%; Approaches Count: 11, Percentage: 60%; Meets Count: 7, Percent: 29%; Masters Count: 3, Percent: 9%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, ongoing Eureka training, grade level specific supports through make-and-takes, manipulatives available in every classroom, guided math, relevant student friendly teaching (Learning and

Campus Goal Evaluation:  
Progressing

**East Grand Preparatory- NWEA** 1.7% of 2nd grade students and 11.5% of 3rd grade students are projected to score at Meets on STAAR taken in Spring.

**East Grand Preparatory STAAR 2025-** Student count: 73; Did not Meet Count: 29, Percent: 39.7%; Approaches Count: 22, Percentage: 63%; Meets Count: 13, Percent: 31%; Masters Count: 9, Percent: 13%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, manipulatives in every classroom, guided math and station supports, ongoing professional development through weekly PLCs and after-school PD, ongoing Eureka training, grade level specific supports through make-and-takes, relevant student friendly teaching

Campus Goal Evaluation:  
Progressing

# Next Step Priorities

To establish a foundational baseline for academic readiness, Cityscape Schools has strategically adopted High-Quality Instructional Materials (HQIM) across its early childhood and elementary programs. For Kindergarten through 3rd grade, the district implemented Bluebonnet Mathematics, a curriculum aligned with Research-Based Instructional Strategies (RBIS) that ensures all students have access to rigorous grade-level content supported by embedded assessments and progress monitoring. At the PreK level, the CIRCLE curriculum from the Children's Learning Institute was selected for its comprehensive, research-based framework, which fosters cognitive, linguistic, and social-emotional development through inquiry and exploration-based thematic units.

The implementation strategy is sustained through a robust support structure centered on Professional Learning Communities (PLCs), where teachers engage in lesson internalization, rehearsal, and data analysis to plan for differentiated instruction. While teachers receive standardized lesson plans aligned with grade-level standards, school principals focus on strategic action steps for leading and monitoring instructional effectiveness. To ensure continuous improvement, the district provides ongoing professional development and one-on-one support from specialized instructional coaches, who utilize a tiered system to deliver targeted interventions and planning sessions throughout the school year.

# College, Career and Military Readiness



## CCMR in Accountability

**College  
Ready**



Meets Texas Success Initiative (TSI) Criteria  
or  
Earns dual course credits  
or  
Meets criteria on AP/IB exams  
or  
Earns an associate degree  
or  
Qualifies for OnRamps course credits

**Career  
Ready**



Earns an Industry-based certification (IBC)  
or  
Graduates with completed IEP  
and workforce readiness  
or  
Graduates with an advanced degree plan  
and received special education services  
or  
Earns a level I or level II certificate

**Military  
Ready**



Enlists in the U.S. Armed Forces  
(Not Applicable—Temporarily Suspended)

**Goal 1: Increase the percentage of students on track for college and AP readiness as measured by Meets performance on 5<sup>th</sup> grade Math STAAR.**

The percentage of 5<sup>th</sup> grade students on track for Algebra 1, measured by Meets on 5<sup>th</sup> grade STAAR, will increase from 48% to 60% as reported on the 2029 TAPR. The 2025 state average for Masters performance is 47% and the ESC Region 10 average is 50%

<b>Baseline: 48%</b>	Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029
<b>Annual Targets</b>	48%	50%	54%	58%	60%
<b>Annual Performance</b>	48%	%	%	%	%

**Goal 1: Increase the percentage of students on track for college and AP readiness as measured by Meets performance on 5<sup>th</sup> grade Math STAAR.**

The percentage of each subpopulation of students on track for college and AP readiness, measured by Meets on 5<sup>th</sup> grade STAAR will increase from its baseline to meet or exceed the target performance for all students as reported on the 2029 TAPR.

Subpopulation	Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029
African American	40%	50%	54%	58%	60%
Hispanic	51%	50%	54%	58%	60%
White	*	50%	54%	58%	60%
Asian	-	50%	54%	58%	60%
Two or more races	*	50%	54%	58%	60%
Special Education (current)	0%	50%	54%	58%	60%
Econ Disadv	51%	50%	54%	58%	60%
EL (Current & Monitored)	45%	50%	54%	58%	60%

**Goal 2: Increase the percentage of students on track for college and AP readiness as measured by Masters performance on Algebra 1 EOC (On track for Algebra 1 through 5<sup>th</sup> grade STAAR meets.)**

**The percentage of 8<sup>th</sup> grade students on track for college and AP readiness, measured by Masters on Algebra 1 EOC, will increase from the baseline set in 2027 as reported on the 2029 TAPR. The 2024 state average for Masters performance is 25% and the ESC Region 10 average is 24%**

<b>Baseline: TBD 2027</b>	Spring 2028	Spring 2029	Spring 2030	Spring 2031	Spring 2032
<b>Annual Targets</b>					
<b>Annual Performance</b>	%	%	%	%	%

**Goal: 2.1 Increase the percentage of each subpopulation of students on track for college and AP readiness as measured by Meets performance on Algebra 1 EOC.**

The percentage of each subpopulation of students on track for college and AP readiness, measured by Masters on Algebra 1 EOC will increase from its baseline to meet or exceed the target performance for all students (20% by 2029) as reported on the 2029 TAPR.

Subpopulation	Spring 2028	Spring 2029	Spring 2030	Spring 2031	Spring 2032
African American	15%	20%	25%	30%	35%
Hispanic	15%	20%	25%	30%	35%
White	15%	20%	25%	30%	35%
Asian	15%	20%	25%	30%	35%
Two or more races	15%	20%	25%	30%	35%
Special Education (current)	15%	20%	25%	30%	35%
Econ Disadv	15%	20%	25%	30%	35%
EL (Current & Monitored)	15%	20%	25%	30%	35%

# Next Step Priorities

## Strategies for Algebra 1 Goal Attainment for All Students:

- All math and advanced math teachers will supplement Carnegie and Bluebonnet curricula with individualized instruction.
- Teachers will continue to implement the MATHia learning platform and using the data generated to monitor progress and drive classroom differentiated supports.



- Campus Leadership and teachers will receive training in how to leverage MAP data to set goals for students to close gaps and design, implement, and monitor effective intervention and acceleration.
- Integrate the i-Ready screener to target interventions.
- Continue with 6th and 7<sup>th</sup> grade advanced mathematics to support students on track for Algebra 1 in 8th grade.

# THANK YOU

**Elda Rojas**  
**Superintendent**

**Dr. Diana Nunez**  
**Chief Schools Officer**

**Gabriela Camacho**  
**Executive Director of T&L**

