LONE STAR GOVERNANCE
Monthly Board Report for February 2020
Continuous Improvement for Governing Teams
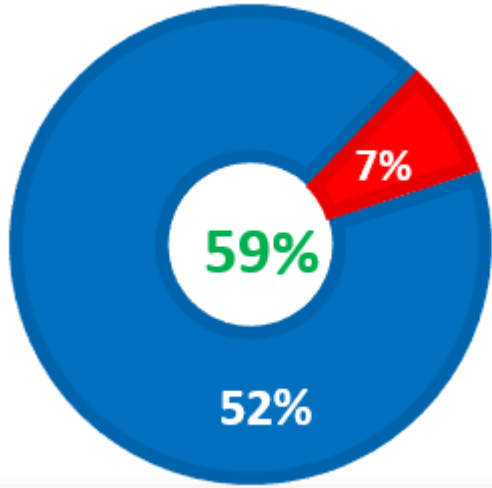*Board Workshop: February 11, 2020*

Intended Learning Outcomes

Goal Progress Measure 1.1: The percent of students in grades K and 1 reading on or above grade level will increase from 55% to 64% by the end of school year 2022 (Baseline measure May 2017).

Goal Progress Measure 1.2: The percent of students in grade 2 reading on or above grade level will increase from 58% to 64% by the end of the school year 2022 (Baseline measure May 2017).
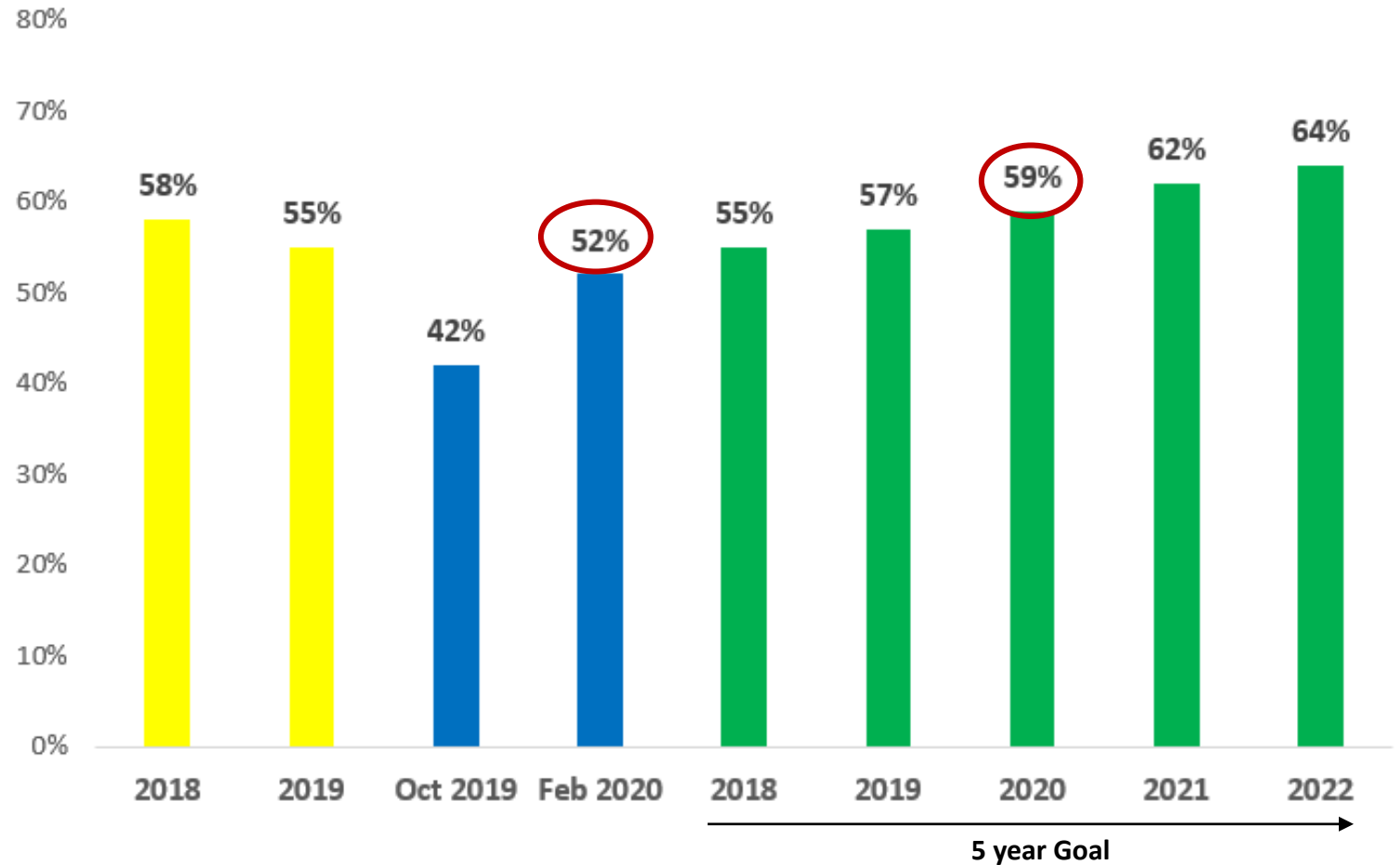
Goal Progress Measure 1.3: The percent of students in grade 3 reading on or above grade level will increase from 51% to 64% by the end of the school year 2022 (Baseline measure May 2017).

Constraint Progress Measure 2.1: The superintendent shall not allow student outcome goal oriented professional learning to decrease from 53.1% by the end of school year 2022.
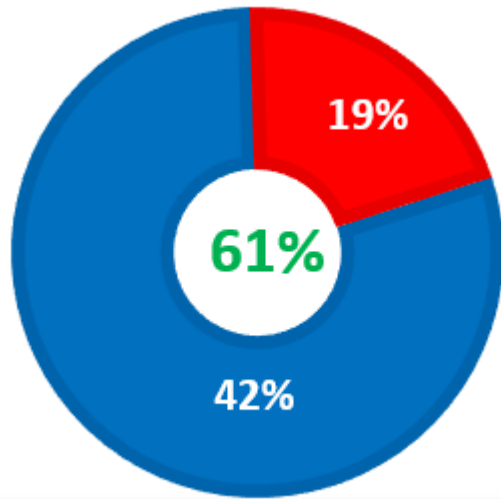
GPM 1.1: The percent of students in grades K and 1 reading on or above grade level will increase form 55% to 64% by the end of school year 2022 (Baseline measure May 2017).
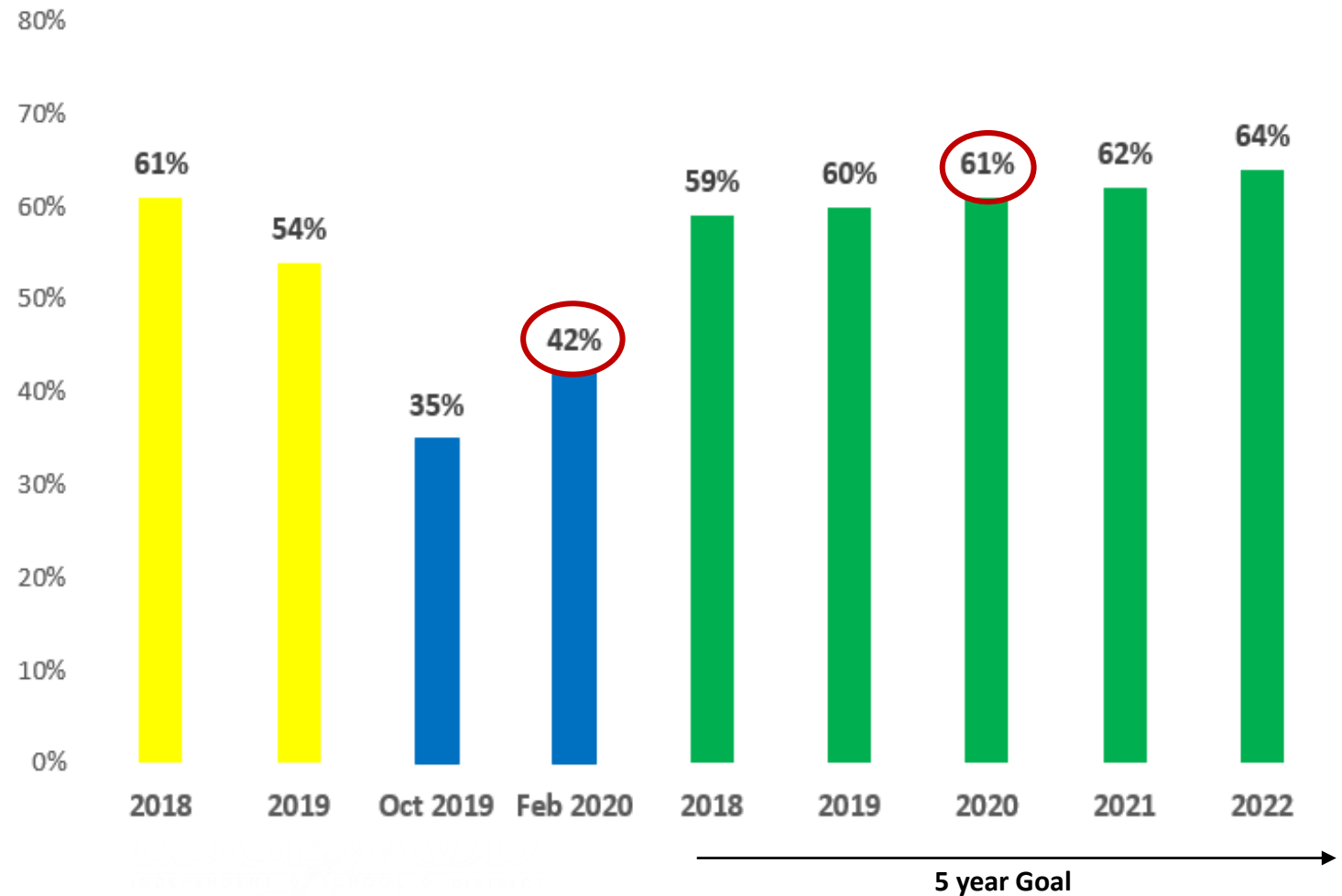

K & 1st Grade Reading

5 year Goal

GPM 1.2: The percent of students in grade 2 reading on or above grade level will increase form 58% to 64% by the end of the school year 2022 (Baseline measure May 2017).

61%
19%
42%

2nd Grade Reading

80%

70%

61%
60%

54%

50%

42%

40%

35%

30%

20%

10%

0%

2018   2019   Oct 2019   Feb 2020   2018   2019   2020   2021   2022

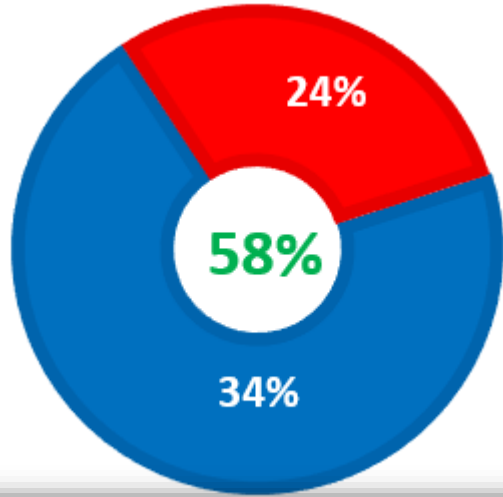59%   60%   61%   62%   64%

5 year Goal

Goal Progress Measure 1.3: The percent of students in grade 3 reading on or above grade level will increase from 51% to 64% by the end of the school year 2022 (Baseline measure May 2017).
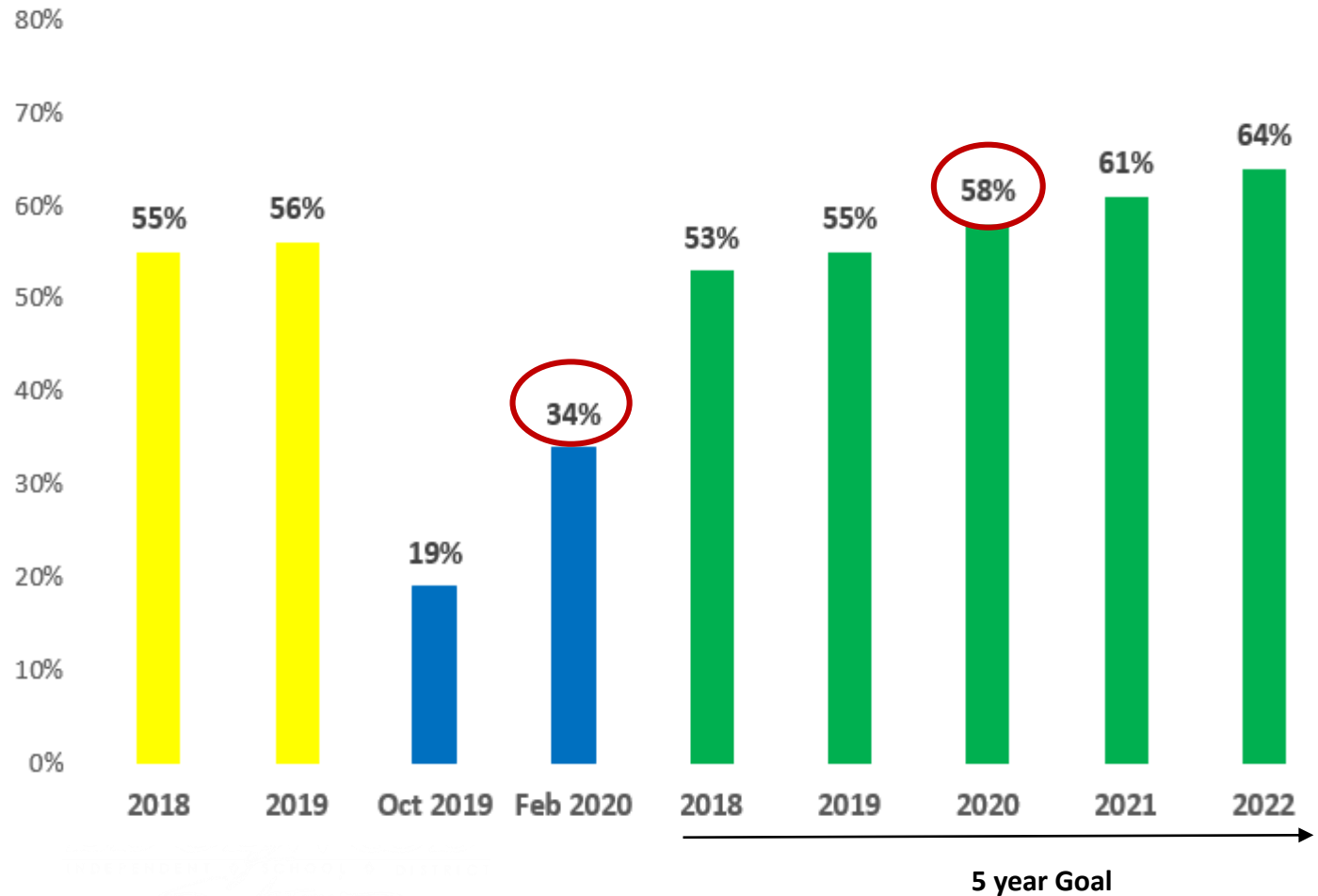

3rd Grade Reading

5 year Goal

Reinforcement

- Balanced Literacy time is built in master schedule for 150 minutes for   K – 3rd grade

- Instructional materials are highly rigorous to achieve depths of knowledge in vocabulary, fluency, writing, and comprehension

- Leveled book resources available for guided reading/small group instruction

Refinement

- Provide daily Reading Response to Intervention

- Progress monitor student progress

- Ensure all Balance Literacy components are implemented daily in all reading classrooms

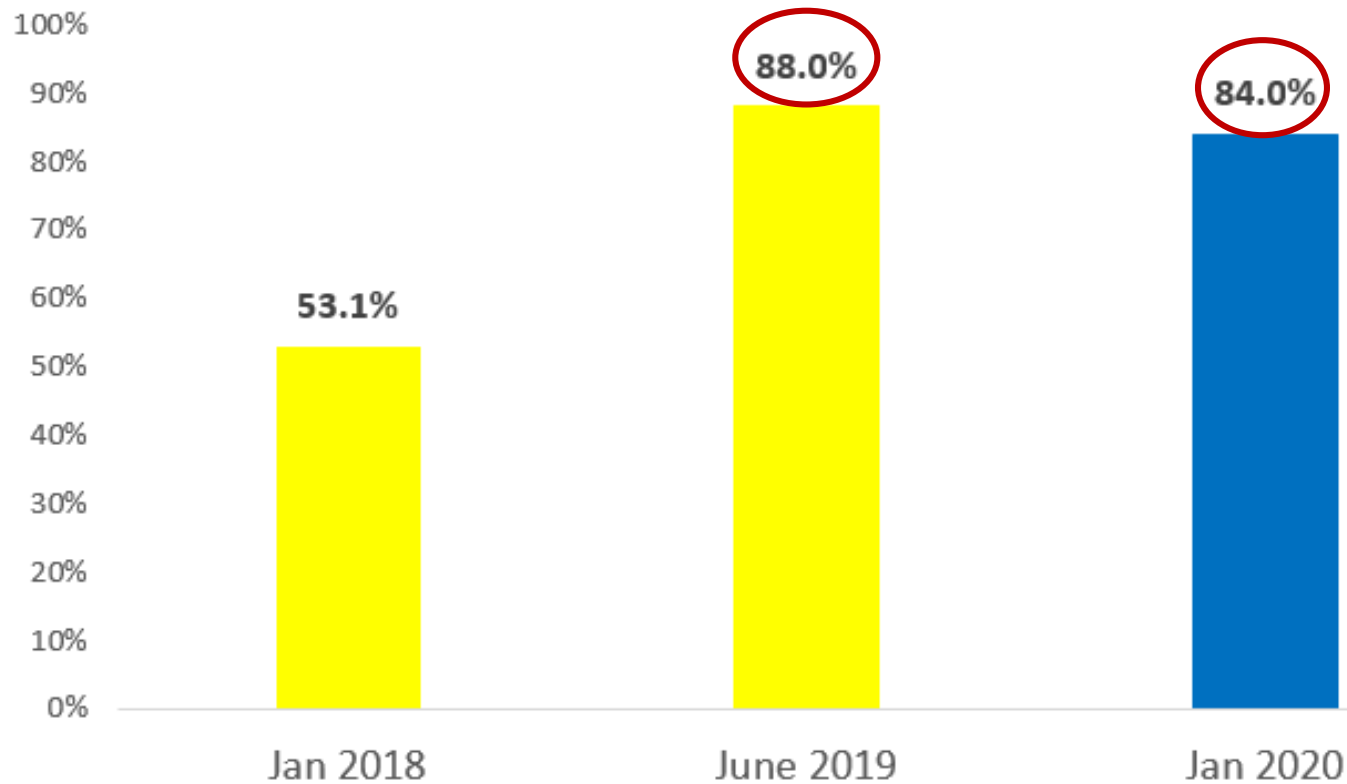- Provide ongoing professional learning

Superintendent Evaluation

- Instructional literacy coaches to provide training and program monitoring

- Provide extensive support for students reading below grade level

	Model
	Proficient
√	**Monitor**
	Develop
	Intervene

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Reinforcement

- Academics Department offered 245 LSG student outcome goal aligned professional learning from 290 learning sessions

- An increased effort to align district-wide campus and department professional learning sessions to LSG student outcome goals

Refinement

- Report professional learning sessions by individual LSG goal
- Present professional learning session evaluation data

Superintendent Evaluation

Provide opportunities for quality district and campus LSG student outcome goal aligned professional learning throughout the academic calendar year

	Model
√	**Proficient**
	Monitor
	Develop
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QUESTIONS