## Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math on Circle by CLI Engage will increase from 73\% to 88\% by June 2024.

| Yearly Target Goals |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ | $\mathbf{2 0 2 4}$ |
| Actual Score <br> (Campus Target Goal) | NA | NA | NA | (73\%) | $\mathbf{7 8 \%}$ | $\mathbf{8 3 \%}$ | $88 \%$ |


| Closing the Gaps Student Groups Yearly Target Goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 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 |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
|  | 2019 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
|  | 2021 | NA | (70\%) | (82\%) | NA | NA | NA | (NA) | NA | (75\%) | NA | (64\%) | NA | NA |
|  | 2022 | NA | 75\% | 84\% | NA | NA | NA | NA | NA | 78\% | NA | 66\% | NA | NA |
|  | 2023 | NA | 80\% | 86\% | NA | NA | NA | NA | NA | 81\% | NA | 68\% | NA | NA |
|  | 2024 | NA | 85\% | 88\% | NA | NA | NA | NA | NA | 84\% | NA | 70\% | NA | NA |

## Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from $69 \%$ to 84\% by June 2024.

| Yearly Target Goals |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ | $\mathbf{2 0 2 4}$ |
| Actual Score <br> (Campus Target Goal) | NA | NA | NA | $86 \%(69 \%)$ | $\mathbf{7 4 \%}$ | $\mathbf{7 9 \%}$ | $84 \%$ |


| Closing the Gaps Student Groups Yearly Target Goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | African American | Hispanic | White | American Indian | Asian | Pacific Islander | $\begin{aligned} & \hline \text { Two or } \\ & \text { More } \\ & \text { Races } \end{aligned}$ | Special Ed | $\begin{gathered} \text { Eco. } \\ \text { Disadv. } \end{gathered}$ | $\begin{gathered} \hline \text { Special } \\ \text { Ed } \\ \text { (Former) } \\ \hline \end{gathered}$ | EL | Cont. Enrolled | Non-Cont. Enrolled |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
|  | 2019 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
|  | 2021 | NA | $\begin{aligned} & 85 \% \\ & (50 \%) \end{aligned}$ | $\begin{aligned} & 87 \% \\ & (56 \%) \end{aligned}$ | NA | NA | NA | $\begin{aligned} & 93 \% \\ & (64 \%) \end{aligned}$ | $\begin{aligned} & 76 \% \\ & (25 \%) \end{aligned}$ | $\begin{aligned} & 81 \% \\ & (50 \%) \end{aligned}$ | NA | $\begin{aligned} & 93 \% \\ & (43 \%) \end{aligned}$ | NA | NA |
|  | 2022 | NA | 55\% | 61\% | NA | NA | NA | 69\% | 28\% | 55\% | NA | 48\% | NA | NA |
|  | 2023 | NA | 60\% | 66\% | NA | NA | NA | 74\% | 31\% | 60\% | NA | 53\% | NA | NA |
|  | 2024 | NA | 65\% | 71\% | NA | NA | NA | 79\% | 34\% | 65\% | NA | 58\% | NA | NA |

## Early Childhood Math Progress Measure 3

The percent of First grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from $50 \%$ to 80\% by June 2024.

| Yearly Target Goals |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ | $\mathbf{2 0 2 4}$ |  |
| Actual Score <br> (Campus Target Goal) | NA | NA | NA | $57 \%(50 \%)$ | $60 \%$ | $\mathbf{7 0 \%}$ | $80 \%$ |  |


| Closing the Gaps Student Groups Yearly Target Goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | $\begin{aligned} & \text { Special } \\ & \text { Ed } \\ & \text { (Former) } \\ & \hline \end{aligned}$ | EL | Cont. Enrolled | Non-Cont. Enrolled |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| ampus Baseline Data | 2019 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
|  | 2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| re | 2021 | NA | $\begin{aligned} & 51 \% \\ & (52 \%) \end{aligned}$ | $\begin{aligned} & 61 \% \\ & (50 \%) \end{aligned}$ | NA | NA | NA | $\begin{aligned} & 65 \% \\ & (65 \%) \end{aligned}$ | $\begin{aligned} & 43 \% \\ & (39 \%) \end{aligned}$ | $\begin{aligned} & 46 \% \\ & (46 \%) \end{aligned}$ | NA | $\begin{aligned} & 43 \% \\ & (50 \%) \end{aligned}$ | NA | NA |
| (Campus Target Goals) | 2022 | NA | 57\% | 55\% | NA | NA | NA | 68\% | 41\% | 51\% | NA | 53\% | NA | NA |
|  | 2023 | NA | 63\% | 60\% | NA | NA | NA | 71\% | 43\% | 56\% | NA | 56\% | NA | NA |
|  | 2024 | NA | 68\% | 65\% | NA | NA | NA | 74\% | 45\% | 61\% | NA | 59\% | NA | NA |

## Early Childhood Math Progress Measure 4

The percent of Second grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50\% to 65\% by June 2024.

| Yearly Target Goals |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ | $\mathbf{2 0 2 4}$ |
| Actual Score <br> (Campus Target Goal) | NA | NA | NA | $76 \%(50 \%)$ | $55 \%$ | $60 \%$ | $65 \%$ |


| Closing the Gaps Student Groups Yearly Target Goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | African American | Hispanic | White | American Indian | Asian | Pacific Islander | $\begin{aligned} & \hline \text { Two or } \\ & \text { More } \\ & \text { Races } \\ & \hline \end{aligned}$ | Special Ed | Eco. Disadv. | $\begin{gathered} \text { Special } \\ \text { Ed } \\ \text { (Former) } \\ \hline \end{gathered}$ | EL | Cont. Enrolled | Non-Cont. Enrolled |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Campus Baseline Data | 2019 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
|  | 2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| tual Score | 2021 | NA | $\begin{aligned} & 71 \% \\ & \text { (51\%) } \end{aligned}$ | $\begin{aligned} & 83 \% \\ & (52 \%) \end{aligned}$ | NA | NA | NA | $\begin{aligned} & 67 \% \\ & (42 \%) \end{aligned}$ | $\begin{aligned} & 41 \% \\ & (22 \%) \end{aligned}$ | $\begin{aligned} & 69 \% \\ & (42 \%) \end{aligned}$ | NA | $\begin{aligned} & 67 \% \\ & (40 \%) \end{aligned}$ | NA | NA |
| (Campus Target Goals) | 2022 | NA | 56\% | 57\% | NA | NA | NA | 45\% | 25\% | 47\% | NA | 42\% | NA | NA |
|  | 2023 | NA | 61\% | 62\% | NA | NA | NA | 48\% | 27\% | 52\% | NA | 44\% | NA | NA |
|  | 2024 | NA | 66\% | 67\% | NA | NA | NA | 51\% | 29\% | 57\% | NA | 46\% | NA | NA |

## EC Math Targeted Professional Development Plan

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Action Steps:
- K-4 Math Curriculum Supervisor
- Establish a K-4 Math Vertical Alignment
- Data and Analysis meetings
-Guided Math professional development
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