

Arrow Academy Early Childhood Literacy Board Goals

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Reading will increase from 41% to 60% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
41%	46%	50%	55%	60%

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
2024	44%	35%	*	-	-	-	*	31%	33%	*	30%	45%	36%
2025	51%	47%	*	-	-	-	*	32%	43%	*	*	48%	39%
2026 Goal	52%	50%	*	-	-	-	*	33%	48%	*	38%	51%	42%
2027 Goal	56%	55%	*	-	-	-	*	34%	53%	*	42%	54%	45%
2028 Goal	60%	60%	*	-	-	-	*	35%	58%	*	46%	57%	48%

LITERACY GOAL NOTES:

* Indicates results are masked due to small numbers to protect student confidentiality

- Indicates there are no students in the group

Special Education Student Group has a 1% increase in yearly targets because of the uncertainty of how scholars may be identified in the future and if grade level expectation is appropriate for the identification. Arrow Academy is committed to EVERY scholar meeting their full potential academically, emotionally, and socially. Our SPED student group is varied in current baseline abilities and therefore, we will not speculate or indicate annual targets that are not realistic for the currently enrolled population. We will continue to ensure that every SPED scholar meets its IEP learning targets as required by law.

Arrow Academy will reassess yearly targets as we analyze our student data and the impact of COVID-19 Learning Loss on student growth and performance.

Arrow Academy saw a 12% increase for Grade 3 Reading at Meets Grade Level or above: 35% in 2024 to 47% in 2025.

The state's goal is for at least 60% of all students "Meets" grade level standard in 3rd Grade Reading by 2030. The 2025-2028 yearly target goals are future projections of scholars' performance.

HARVEST PREPARATORY ACADEMY

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Reading will increase from 6% to 60% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
6%	47%	50%	55%	60%

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
2024	8%	*	*	-	-	-	-	*	6%	*	14%	0%	9%
2025	46%	50%	*	-	-	-	-	*	44%	*	*	56%	40%
2026 Goal	50%	53%	*	-	-	-	-	*	48%	*	34%	57%	43%
2027 Goal	55%	56%	*	-	-	-	-	*	54%	*	44%	58%	45%
2028 Goal	60%	60%	*	-	-	-	-	*	60%	*	54%	59%	47%

LIBERATION ACADEMY

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Reading will increase from 61% to 65% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
61%	59%	63%	64%	65%

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
2024	60%	67%	*	-	-	-	*	*	50%	-	50%	63%	57%
2025	59%	*	*	-	-	-	*	*	48%	-	*	70%	43%
2026 Goal	62%	69%	*	-	-	-	*	*	56%	-	56%	71%	57%
2027 Goal	63%	70%	*	-	-	-	*	*	59%	-	59%	72%	58%
2028 Goal	64%	71%	*	-	-	-	*	*	62%	-	62%	73%	59%

SAVE OUR STREETS CENTER

The percentage of 3rd grade scholars that score MEETS grade level or above on STAAR Reading will increase from 32% to 60% by June 2028.

Yearly Target Goals

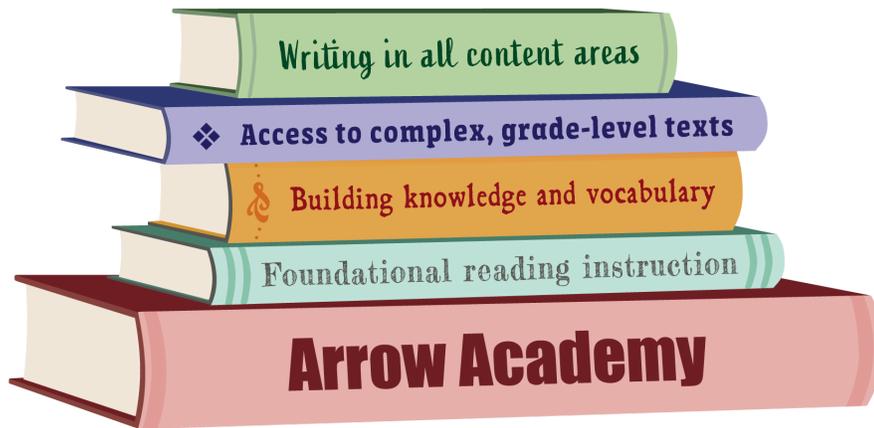
2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
32%	42%	52%	55%	60%

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
2024	*	27%	-	-	-	-	*	40%	32%	-	*	38%	27%
2025	29%	44%	-	-	-	-	*	*	33%	-	*	30%	50%
2026 Goal	*	45%	-	-	-	-	*	42%	35%	-	*	32%	51%
2027 Goal	*	49%	-	-	-	-	*	43%	37%	-	*	34%	52%
2028 Goal	*	53%	-	-	-	-	*	44%	39%	-	*	36%	53%



Arrow Academy has a shared vision for literacy instruction.



At Arrow Academy, we support every scholar's effort to develop strong literacy skills through daily opportunities to read, think, speak, and write about rigorous content. These skills will empower scholars to ask meaningful questions, advocate for themselves, and make informed decisions to pursue their personal and academic goals.

Arrow Scholars will possess strong literacy skills that will be a pathway to public service, post-secondary careers, college, and/or the military.

At Arrow Academy, we share common beliefs about literacy instruction.

We believe effective foundational reading instruction is **explicit, systematic, and cumulative**.

This belief centers on the conviction that foundational reading instruction is aligned to the science of reading. Our learning environment is supported by competent, passionate teachers who implement a rigorous curriculum to aid scholars in developing print concepts, phonemic and phonological awareness, decoding and word recognition, and reading fluency through ample opportunities to practice these skills. In embracing effective instruction, we aim to provide scholars with a robust and comprehensive reading foundation that not only equips them with essential skills but also instills a lifelong love for reading and learning.

We believe scholars develop reading comprehension through **building knowledge and vocabulary within and across all content areas**.

Knowledge builds schema and therefore teachers must value and utilize scholars' background knowledge to support them in learning and applying complex vocabulary throughout the content areas. Teachers will support scholars to build knowledge and vocabulary with differentiated, small group instruction utilizing high quality instructional materials. They will supplement instruction by leveraging personalized lessons in our blended learning environment.

We believe all scholars must be given the opportunity to build knowledge from complex, grade-level texts and content on a daily basis.

For scholars to obtain academic growth and achievement in literacy, it is imperative that they have access to challenging instructional materials that support them in working with academic vocabulary, complex knowledge demands, language features, and text structures. Effective instruction with these materials can include read-alouds and scaffolds to support every scholar in building knowledge and vocabulary from complex texts. By delving into complex texts often, scholars not only improve their comprehension skills but also broaden their understanding of diverse subjects. This approach fosters a learning environment where scholars are empowered to engage in challenging concepts that encourage critical thinking and real-life application.

We believe all scholars should be competent communicators who can consistently and accurately use evidence in text-based responses.

Scholars across all grade levels will have frequent opportunities to speak and write in order to solidify and demonstrate the knowledge and vocabulary that they learn. They will use academic language that is clear and concise to express themselves in a way that generates deeper conversations, relevant questions, and increased engagement in the learning environment. Beginning in the primary grades, teachers across all content areas will provide ample opportunities for scholars to engage in explicit writing instruction that includes evidence-based writing about the content that scholars are learning. Scholars will have frequent opportunities to practice writing in a variety of contexts, revise and edit, and give and receive feedback in order to strengthen their written communication.

The Arrow Way

At Arrow Academy, scholars, teachers, leaders, and parents will work together to support literacy instruction.

We have identified actions that every person in our community can take to support our vision and beliefs about literacy instruction:

Stakeholder	Actions
<p>Scholars</p>	<ul style="list-style-type: none"> ● Arrow scholars will approach each day with an open mind, ready to learn, explore new ideas, and embrace challenges. ● Arrow scholars will strive for excellence each day in their assignments and assessments to showcase their understanding and learning. ● Arrow scholars will be accountable for their participation and learning by: <ul style="list-style-type: none"> ○ Using your knowledge of phonics to decode unknown words when you are reading. ○ Engaging in active listening, reading, speaking, and writing about grade-level, complex texts. ○ Applying background knowledge to comprehend texts and make connections between them. ○ Using academic vocabulary and evidence from texts to express yourself in speaking and writing. ○ Having meaningful conversations with teachers, parents, and peers by drawing on ideas from texts and personal experiences.
<p>Teachers</p>	<ul style="list-style-type: none"> ● Arrow teachers will provide evidence-based, explicit instruction to all scholars to learn letter-sound correspondences and build phonemic awareness, decoding, and oral reading fluency skills. ● Arrow teachers will provide scholars with consistent opportunities to read, listen, speak, and write about grade-level texts in all content areas by: <ul style="list-style-type: none"> ○ Providing differentiated instruction to support all learners in comprehending those texts. ○ Producing exemplars of learning and using them to provide scholars with a clear expectation of solid work. ● Arrow teachers will provide timely feedback on scholar performance to correct errors and offer positive reinforcement for accurate application of skills. ● Arrow teachers will internalize lessons provided by HQIM and plan to implement those lessons by: <ul style="list-style-type: none"> ○ Reading texts to identify their vocabulary and knowledge demands and potential barriers to comprehension. ○ Identifying scaffolds needed to support scholars in understanding those texts. ○ Utilizing formative assessments to monitor and adjust instruction. ○ Analyzing scholars' work and data from assessments. ● Arrow teachers will partner with families to empower literacy connections across home, school, and the community.

	<ul style="list-style-type: none"> ● Arrow teachers will acknowledge and celebrate achievements in literacy, whether it's completing a book, improving reading skills, or successfully meeting a milestone.
Campus Leaders	<ul style="list-style-type: none"> ● Campus leaders will establish and foster an environment that cultivates a schoolwide culture of literacy. ● Campus leaders will deeply understand the needs of teachers and scholars, the instructional materials being used, and the expectations for state-level assessment outcomes. ● Campus leaders will ensure that teachers have the high quality instructional materials and professional development necessary to understand and implement evidence-based phonics, reading comprehension, and writing instruction. ● Campus leaders will protect collaborative planning time for teachers to prepare lessons and reflect on scholar data. ● Campus leaders will conduct observations and provide honest feedback that is aligned to RLA research-based instructional strategies. They will offer support by modeling or co-teaching lessons as needed. ● Campus leaders will analyze data points to improve instruction and scholar outcomes through strong Tier 1 teaching, scaffolding, and intervention. ● Campus leaders will partner with teachers, scholars, and families to empower literacy connections across home, school, and the community.
District Leaders	<ul style="list-style-type: none"> ● District leaders will partner with campus leaders to protect ongoing collaborative planning time for teachers. ● District leaders will ensure that campuses have the high quality instructional materials and training opportunities needed to onboard new teachers and support all teachers in implementing evidence-based phonics, reading comprehension, and writing instruction. ● District leaders will conduct instructional rounds and provide feedback that is aligned to RLA research-based instructional strategies. ● District leaders will analyze data points to improve instruction and scholar outcomes through strong Tier 1 teaching, scaffolding and intervention. ● District leaders will maintain a data dashboard that utilizes both formative and summative assessments to inform and improve instruction in every classroom. ● District leaders will partner with campus leaders, teachers, scholars, and families to empower literacy connections across home, school, and the community.
Families and Caregivers	<ul style="list-style-type: none"> ● Families and Caregivers can ensure that scholars are present in school each day and are on time. ● Families and Caregivers can create a literacy-rich environment at home by reading to your scholar(s) daily and providing access to diverse reading materials. ● Families and Caregivers can support scholars' literacy growth by being present and involved and by asking teachers what scholars are reading and learning about. ● Families and Caregivers can ask teachers and campus leaders how scholars can apply the skills and knowledge they are learning.

Arrow Academy Early Childhood Math Board Outcome Goal

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Math will increase from 39% to 55% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
39%	43%	49%	52%	55%

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
2024	31%	48%	*	-	-	-	*	23%	39%	*	60%	43%	33%
2025	43%	42%	*	-	-	-	*	18%	39%	*	*	59%	23%
2026	45%	44%	*	-	-	-	*	25%	45%	*	62%	60%	25%
2027	47%	46%	*	-	-	-	*	26%	48%	*	63%	61%	27%
2028	50%	48%	*	-	-	-	*	27%	50%	*	64%	62%	30%

*Indicates results are masked due to small numbers to protect student confidentiality

- Indicates there are no students in the group

Special Education Student Group has a 1% increase in yearly targets because of the uncertainty of how scholars may be identified in the future and if grade level expectation is appropriate for the identification.

The state's goal is for at least 60% of all students "Meets" grade level standard in 3rd Grade Math by 2030. The 2025-2028 yearly target goals are future projections of scholars' performance.

HARVEST PREPARATORY ACADEMY

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Math will increase from 24% to 55% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
24%	47%	50%	53%	55%

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
2024	23%	*	-	-	-	-	-	*	25%	-	*	17%	27%
2025	54%	33%	-	-	-	-	-	*	44%	-	*	56%	40%
2026 Goal	29%	*	-	-	-	-	-	*	45%	-	*	57%	41%
2027 Goal	32%	*	-	-	-	-	-	*	46%	-	*	58%	42%
2028 Goal	35%	*	-	-	-	-	-	*	47%	-	*	59%	45%

LIBERATION ACADEMY

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Math will increase from 44% to 50% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
44%	46%	48%	49%	50%

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
2024	44%	78%	*	-	-	-	*	*	46%	-	83%	52%	29%
2025	35%	*	*	-	-	-	*	*	26%	-	*	55%	7%
2026 Goal	39%	*	*	-	-	-	*	*	48%	-	*	56%	30%
2027 Goal	42%	*	*	-	-	-	*	*	49%	-	*	57%	31%
2028 Goal	45%	*	*	-	-	-	*	*	50%	-	*	58%	32%

SAVE OUR STREETS CENTER

The percentage of 3rd grade scholars that score MEETS grade level or ABOVE on STAAR Math will increase from 47% to 62% by June 2028.

Yearly Target Goals

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
47%	56%	58%	60%	62%

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
2024	*	47%	*	-	-	-	*	40%	47%	*	*	50%	45%
2025	57%	56%	-	-	-	-	*	*	53%	*	*	70%	33%
2026 Goal	*	57%	-	-	-	-	*	*	54%	*	*	71%	47%
2027 Goal	*	58%	-	-	-	-	*	*	55%	*	*	72%	48%
2028 Goal	*	59%	-	-	-	-	*	*	56%	*	*	73%	49%

Instructional Framework for Mathematics

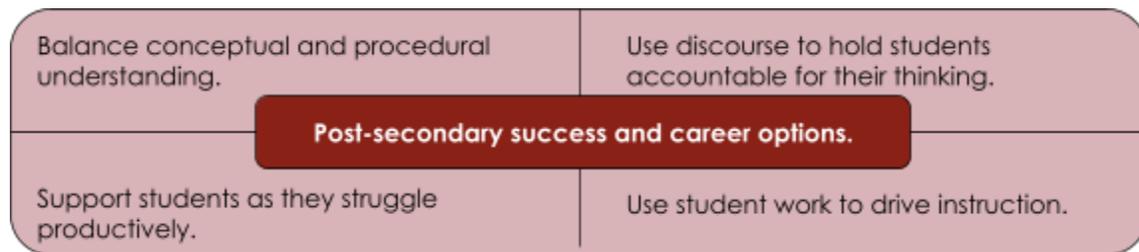
Arrow Academy



Arrow Academy has a shared vision for math instruction:

At Arrow Academy, we support every scholars' curiosity for learning and growing, and our scholars develop the strong foundational tools to progress through their education.

Our learning environment is supported by joyous, competent teachers who implement a robust math curriculum that encourages scholars to ask meaningful questions and to be inquisitive learners. Our scholars welcome the productive struggle process, and they build supportive relationships with their peers as they make crucial connections to learning and real life applications. Both scholars and teachers alike value the continuing impact that rich mathematical discourse will have on every scholar's post-secondary success in life and career options.



At Arrow Academy, we also share a set of common beliefs about math instruction:

We believe in the balance of conceptual and procedural knowledge.

Math instruction should develop understanding that is rooted in the application of mathematical concepts in real world contexts that are grade level appropriate. We are committed to hands-on, engaging lessons with the use of concrete models and visual representation to aid in scholars' understanding of mathematical procedural skills, math fluency, and multiple pathways of solving problems.

We believe in daily engagement with rigorous mathematical instruction.

All scholars should have equitable access to high-quality instructional materials (HQIM) as well as the use of research-based instructional strategies in every classroom to support learning math. Scholar engagement must be embedded in rigorous assignments that are on grade level and in instruction that is coherent and tells a connected story, both within and across grade levels. Arrow Scholars will have ample learning opportunities for productive struggle that leads to complex problem solving, recognition of one's own thinking process, and respect for peers' diverse thinking.

We believe that every scholar should have the opportunity to engage in productive struggle.

Because struggling productively is a process of discovery, scholars have the opportunity to demonstrate their learning and understanding of mathematical concepts beyond the correct answer. Productive struggle is a process of thinking critically, applying new skills, and applying prior knowledge to solve new problems. When our scholars own their thinking by showing their work, explaining their thinking to others, and revising their thinking, they are struggling productively, and they will experience success in their learning.

We believe in a purposeful approach to engaging our scholars in mathematical discourse.

Mathematical discourse is the way that scholars communicate and share their understanding about math in the classroom through words, symbols, diagrams, and technology. Through these discussions, scholars reveal

their understanding of mathematical concepts and processes. Peer to peer discourse holds scholars accountable for examining their own thinking and refining their mathematical understanding.

We believe in effective assessment practices

Assessments are not an event but rather a continuous process of progress monitoring of scholars' academic achievement and growth. Daily formative assessments should direct instructional decisions and guide us to refine effective teaching in the classroom.

THE ARROW WAY

At Arrow Academy, scholars, teachers, leaders, and parents will all work together to support math instruction.

We have identified actions that every person in our community can take to support our vision and our beliefs about math instruction:

Stakeholder	Actions
Scholars	<ul style="list-style-type: none"> ● Arrow scholars will be accountable for quality participation. They will: <ul style="list-style-type: none"> ○ share ideas, thinking processes, notes, and other lesson artifacts to learn from their peers and improve upon misconceptions; ○ communicate peer to peer using academic vocabulary to demonstrate authentic learning; and ○ exchange ideas and make connections to real world experiences using mathematical concepts. ● Arrow scholars will be open to challenges and be prepared to expand on prior knowledge and use it to think beyond what they already know. ● Arrow scholars will work hard to gain the knowledge and skills necessary to succeed in the math classroom. ● Arrow scholars will do their best every day on assignments and/or formative assessments to demonstrate their learning.
Teachers	<ul style="list-style-type: none"> ● Arrow teachers will produce exemplars of learning and use them to provide scholars with a clear expectation of solid work. ● Arrow teachers will provide grade level content on a daily basis. ● Arrow teachers will internalize lessons provided by HQIM and plan to implement the lessons by identifying opportunities to do the following: <ul style="list-style-type: none"> ○ meet the needs of diverse learners in the classroom by differentiating and scaffolding appropriately; ○ construct higher order thinking questions and discourse; ○ clarify misconceptions; ○ provide multiple opportunities for practice; ○ utilize formative assessments to monitor and adjust instruction; ○ analyze scholars' work and data from assessments; and ○ encourage productive struggle. ● Arrow teachers will facilitate a student-centered classroom. As part of daily lessons, they will: <ul style="list-style-type: none"> ○ provide multiple opportunities for practice, discussion, and collaboration; ○ know when to stop before struggle leads to frustration; ○ provide scholars with daily opportunities for active listening, speaking, reading, and writing as an integral part of the mathematical discourse in every math classroom; ○ provide structure for discourse by implementing strategies such as sentence stems;

	<ul style="list-style-type: none"> ○ help scholars grow in their mathematical understanding through deliberate feedback (peer to peer); and ○ utilize small group structures to increase engagement and provide opportunities for differentiation. ● Arrow teachers will analyze data points to improve instruction and scholar outcomes through strong Tier 1 teaching, scaffolding and intervention. ● Arrow teachers will use data to foster a growth mind set by sharing feedback with scholars and helping them plan next steps to become proficient at grade level expectations.
<p style="text-align: center;">Campus Leaders</p>	<ul style="list-style-type: none"> ● Campus leaders will work to streamline systems and structures at the school so that teachers have more time to plan, teach, reflect on data and prepare lessons ● Campus leaders will provide ongoing professional development, including training on research based instructional strategies and HQIM implementation. ● Campus leaders will deeply understand the needs of teachers, students, the instructional materials being used, programs being implemented and the expectations for state level assessment scores ● Campus leaders will develop and implement assessment policies that facilitate strong math instruction. ● Campus leaders will encourage scholars' productive struggle across all grade levels ● Campus leaders will conduct instructional rounds that include checkpoints for discourse in the classroom ● Campus leaders will set the focus for PLC meetings, including meetings that focus on data analysis, department planning, and research based instructional strategies. ● Campus leaders will provide consistent support through observations, data analysis, planning and coaching meetings, co-taught lessons and professional development ● Campus leaders will be partners with teachers, students, families and instructional coaches to empower mathematical connections across home, school and the community ● Campus leaders will analyze data points to improve instruction and scholar outcomes through strong Tier 1 teaching, scaffolding, and intervention.
<p style="text-align: center;">District Leaders</p>	<ul style="list-style-type: none"> ● District leadership will provide teachers with high quality instructional materials. ● District leaders will plan for ongoing training for implementing high quality instructional materials and research based instructional strategies. ● District leaders will collaborate with teachers and school leaders to ensure their support is aligned with stakeholder needs ● District leaders will conduct instructional rounds and provide instructional feedback that is aligned to research based instructional strategies. ● District leaders will lead a district-wide initiative to promote opportunities for productive struggle in STEM and HQIM. ● District leaders will analyze data points to improve instruction and scholar outcomes through strong Tier 1 teaching, scaffolding and intervention. ● District leaders will maintain a data dashboard that utilizes both formative and summative assessments to inform and improve instruction in every classroom.
<p style="text-align: center;">Families and Caregivers</p>	<ul style="list-style-type: none"> ● Families and Caregivers can support scholars' mathematical growth by being present and involved and by asking about school and what math scholars are currently learning about. ● Families and Caregivers can encourage scholars to embrace productive struggle in the classroom, and they can provide opportunities for scholars to struggle productively with mathematics at home. ● Families and Caregivers can support scholars' mathematical growth by showing them how math can be used in real life applications. ● Families and Caregivers should attend educational opportunities from campus to better understand new mathematical concepts and ideas ● Families and Caregivers should feel empowered to reach out to teachers and the school to learn about what students are working on and how they can support