



YELLOWSTONE
SCHOOLS

**HB3 Early Childhood &
College, Career, and Military
Readiness (CCMR) Action Plan**

INTRODUCTION

Philosophy

At Yellowstone Schools, we believe we are maximizing the future potentials of each student. This includes providing any and every opportunity possible for students to demonstrate and become college and career ready. We want to ensure that every student can achieve their college and or career goals whenever they are interested in pursuing their dreams.

Purpose of Plan

The purpose of this plan is to address the disproportionality gaps in college and career readiness across campuses by providing a brief overview of the data and then share the strategies that the campus will use to increase the number of students that are meeting the measures for college and career readiness by the time they graduate.

Our intent is to transparently share the areas of opportunity we have found based on data and the staff's knowledge of current practices. We will use this guide to explain what, how, when, and where we will target improvement.

A separate manual will be developed to define how all related staff roles can know how to best do their job responsibilities to support students in achieving college and career readiness. With these memorialized plans, we will be able to recursively review and revise our practices to create more opportunities for more students' success in college and career readiness.

Components

This support plan includes a framework with a defined vision to graduate college, career, and military ready students now and into the future. The plan infuses critical concepts and strategies essential to overcoming existing performance and opportunity gaps. The areas to be addressed through the collaboration of campus and district stakeholders include:

- Common terminology usage for better understanding of concepts to be able to support CCMR
- HB3 CCMR goal targets
- College Readiness
- Career Readiness

Guiding Principles

The following guiding principles serve as the cornerstone for creating a comprehensive college and career ready culture and mindset.

- Ensure a comprehensive school counseling program is implemented
- Facilitate attainment of 21st century or soft skills through Advisory programming
- Provide CTE course opportunities leading to industry certifications
- Ensure College and Career Readiness Counseling
- Aligned academic support and responsive intervention
- Provide ongoing teacher training and support

- Support Programs of Choice Options
- Provide community engagement opportunities
- Foster community and business partnerships

Terminology

Term	Explanation
College Ready	A student can be deemed college ready if they meet the specified benchmarks on any of the following assessments: NWEA MAP, STAAR, SAT, ACT, or TSIA.
Career & Military Ready	Students can qualify by enlisting in the military, obtaining an industry-based certification level I or II, or completing a coherent sequence of courses aligned to an industry-based certification.
TSI	Texas Success Initiative
CAC	Campus Assessment Coordinator
CCRA	College and Career Readiness Advisor
IHE	Institute of Higher Education

HOUSE BILL 3

In 2019, Governor Gregg Abbot, joined by Texas education agency (TEA) commissioner, Mike Morath, announced the passing of house bill 3 (HB3), a school finance bill that will provide support for teachers and focus on learning and improving student outcomes. The bill requires that school boards create a 5-year overall CCMR Board Outcome Goal.

House Bill 3 ([HB 3](#)) amends Texas Education Code (TEC) to add [Sec. 11.185](#) and [11.186](#) to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR). Under the HB 3 requirement, LEA school boards must adopt at least three board outcome goals:

1. EC literacy goals aligned to 3rd Grade STAAR results ([TEC§11.185](#))
2. EC math goals aligned to 3rd Grade STAAR results ([TEC§11.185](#))
3. CCMR goals aligned to graduates that meet readiness requirements ([TEC§11.186](#))

[Click here](#) to access the CCMR &/or HB3 Board Outcome Goals spreadsheet posting.

HB3 requires at least one progress measure to be tracked to meet the board-approved goal. Yellowstone schools has adopted the use of NWEA Map testing to track our progress towards the board-approved goal by the time we reach our first graduating class in 2027.

COLLEGE AND CAREER READINESS info CHART

Problem	Solution
College, Career, & Military Readiness	
<ul style="list-style-type: none"> • We will be creating a proactive plan to ensure the following: <ul style="list-style-type: none"> o High participation in the SAT school day and TSIA testing o AP Exam participation o Dual credit course enrollment. 	<ul style="list-style-type: none"> • CCMR District Design Team will be established • Review of all CCMR opportunities at each campus to determine equitable opportunities for CCMR • Created a District share-point website to inform students & parents about University, College, and Career Pathway options • Provided staff with CCMR Data Training Fall 2022 • Established CCMR/College Board related collaboration between SEL & Comprehensive Health and Teaching and Learning to support curricular alignment and promote strong Tier 1 instruction.
Texas Success Initiative Indicator Overall	
<ul style="list-style-type: none"> • NWEA MAP testing to track student progress towards both grade-level mastery & college readiness standards. 	<ul style="list-style-type: none"> • Campus CCMR Support Teams established to review the College Board objectives strengths and weaknesses • Comprehensive College Career Readiness Advisor (CCRA) Manual is being created • CCRA Student Tracking and Conferences Expectations and data tracking initiated in the 2021-22 school year.
SAT/ACT	
<ul style="list-style-type: none"> • SAT School Day • Practice exams for 10th – 12th graders 	<ul style="list-style-type: none"> • Beginning in 2025 SAT School Day will be established as a District wide CCMR opportunity for juniors in March of that year • Collaborate with Teaching and Learning on areas of growth for targeted Professional Development and PLC work through the curriculum coordinators aligned to the areas of opportunity in the College Board Data • 8th-11th grade PSAT day will be provided on all middle and high school campuses • Campus CCMR Support Team ensures participation in PSAT, SAT School Day and monitors the CCRA work to ensure that students are being monitored to achieve CCMR. As well the campus CCMR Team implements support for the core content teachers to ensure and embed the changes needed due to the data related to College Board areas of opportunity
College Prep Math and English Courses	

<ul style="list-style-type: none"> • AP & dual enrollment options • Individual graduation plan requirements and future plans must be considered when enrolling • Available resources to Support CCMR 	<ul style="list-style-type: none"> • District Universal Course selection team reviews campus utilization of these courses to support students CCMR opportunities • Campus CCMR Support Team reviews with the CCRA students not CCMR at the end of their junior year and works with the counselors to consider the fit for taking a College Readiness English or College Readiness Math course to achieve college readiness. • Collaborative conversations between counselor, parent, and student about the benefit of taking College Prep Math and/or English if a student is not College, Career, or Military Ready. • Dual Credit Liaisons refined and recreated recruitment • Adding more dual credit courses to the district crosswalk • Targeted community engagement events for parents and students in grades 4-7 • Defining AP vs Dual Credit to clarify what would fit a student best
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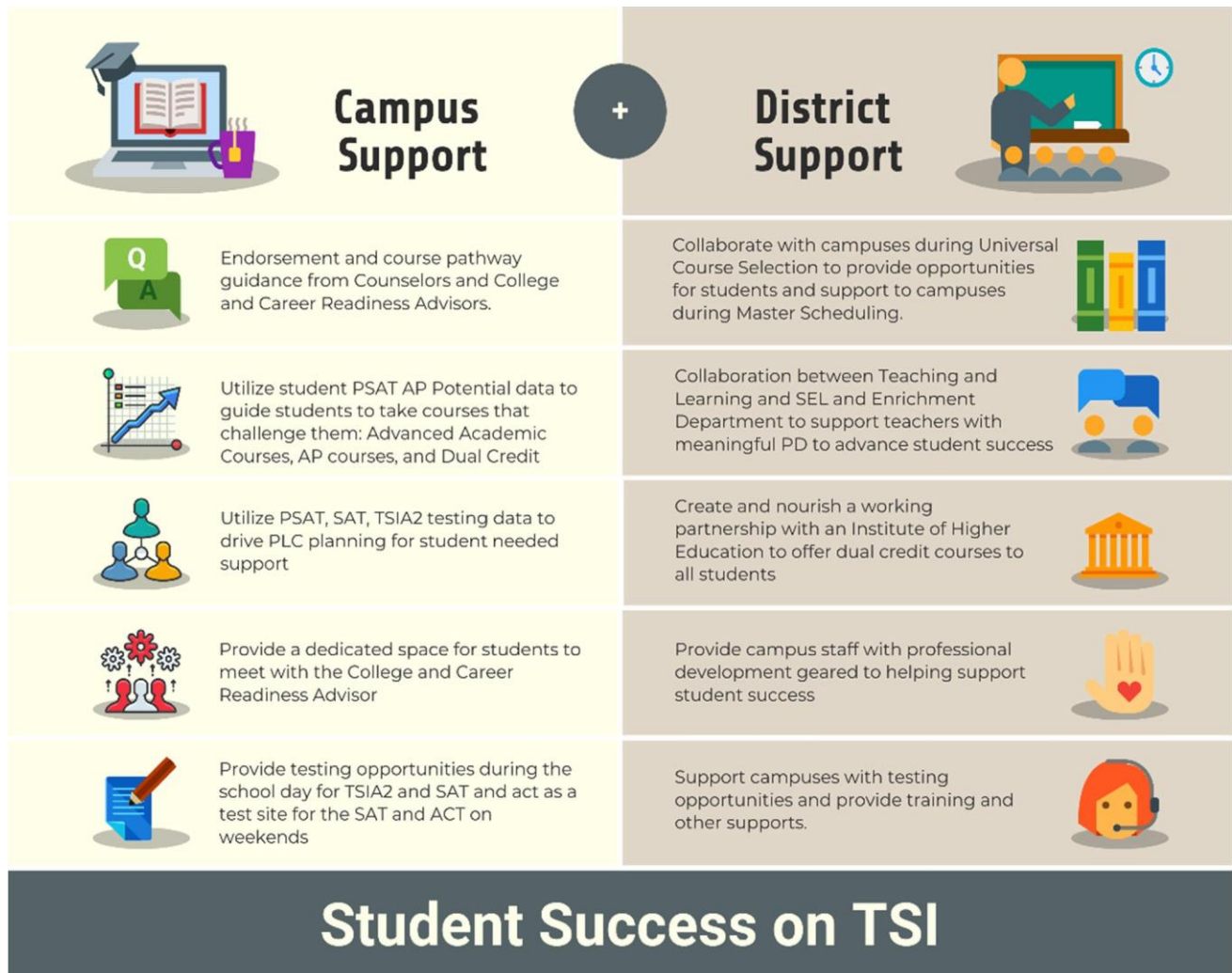
COLLEGE AND CAREER READINESS

College Readiness Action Plan:

YS utilizes historical and current data to identify opportunity gaps within programs and areas of need within our College and Career Readiness program opportunities. This allows Yellowstone Schools to target areas of opportunity and utilize different positions on campuses and within the district to support students in achieving designated college readiness levels. To address gaps, campuses and the district adopted five-year goals and strategies to ensure students will be college ready by graduation. Intervention & tutoring opportunities will be provided for students who are in need of additional support.

To meet the overall growth goals for CCMR, it was determined that there are key areas of focus that would help achieve the goals. For the College Readiness Accountability measures, it was determined that the district and campuses needed to focus on supporting students with opportunities in the five CCMR progress measures as identified in the TEA 2022 Accountability Manual:

- TSI English and Math benchmarks
 - TSI/TSIA2 benchmarks
 - Successful completion of a College Prep course in English or Math, when appropriate
- ACT/SAT benchmarks
- Earn an Associate's degree
- AP exam score of 3 or higher
- Earn Dual Credit



Campus Student CCMR Support Team

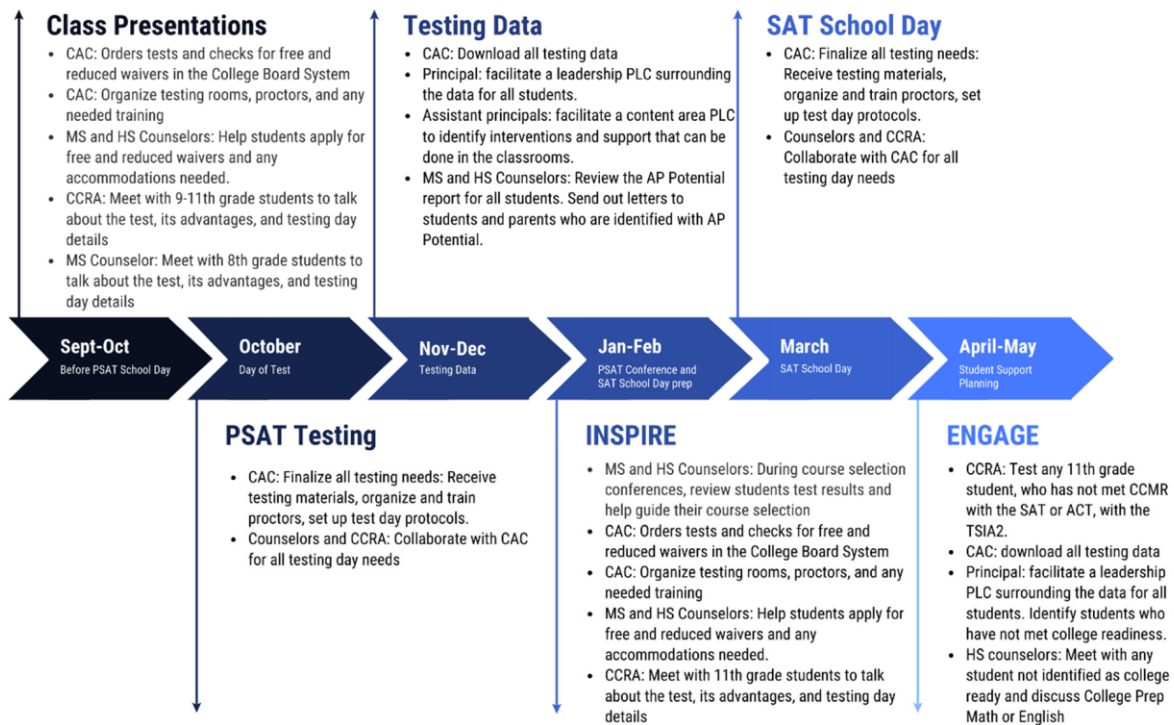
An important aspect on campuses is the collaboration between the campus staff, students, and parents.

- Team members: College and Career Readiness Advisor (CCRA), counselor, campus leadership
- Student Support Team Meeting
 - CCRA: Pull college readiness data on junior students in the fall of their junior year
 - Identify those that have not qualified yet.
 - Support those students with course guidance, testing support for SAT, AP, and TSIA2.
- Run readiness data from OnDataSuite on junior students again in the spring, identify any who would benefit from college readiness English or Math as a senior and have those conversations with them.
 - Things to consider when having conversations with students.
 - College Prep Math
 - Can also count as a 4th math

- If a student plans to be an athlete in college, review the NCAA/NAIA rules regarding this course when counseling students
- College Prep English
 - Can count as a 4th English under the Foundation plan
 - Does not count for students in the Fine Arts or Multidisciplinary endorsements as a 4th English. It would have to be an elective and students would need to also take English IV or other TEA approved English course as outlined in [Chapter 74.B](#)
- Work with lead counselors and master schedulers to ensure sections for master schedule purposes

Student Testing (PSAT, PSAT/NMSQT, SAT)

Stakeholders: Middle School Counselors, High School Counselors, Campus Assessment Coordinators (CAC), and College and Career Readiness Advisors (CCRA)



The District teams will seek to utilize data from the yearly PSAT and SAT data to help campuses, core content area teams, and teachers provide needed support for students within the classroom to reach college readiness prior to graduation.