

Willis Independent School District

Parmley Elementary

2023-2024 Improvement Plan



Mission Statement

At Parmley, we ensure EVERY student will learn at high levels!

Vision

Parmley Vision

We envision a school in which staff will:

- Sustain our capacity to function as a professional learning community.
- Develop the whole student in academics and social emotional learning.
- Intentionally collaborate to provide each student a high level of instruction through unit planning, creating common assessments, and analyzing data.
- Collaborate with teams to provide systematic interventions and enrichment with consistent monitoring of growth for every student.
- Use the PLC Process to grow teachers by sharing research-based instructional strategies.
- Cultivate an environment where failing forward leads to growth.
- Engage in meaningful communication between staff, students, and parents.
- Build a culture of trust between all staff, students, and parents.

Core Beliefs

At Parmley, we are Parmley P.R.O.U.D. Expect More, Be More!

Parmley PROUD

Productive

Resilient

Optimistic

Unified

Dedicated

In order to achieve our shared vision, we commit to the following:

We will...

- Hold each other accountable to the district SIG as a tool to ensure teacher and team growth.
- Create and implement local common formative and summative assessments to monitor each student's learning and growth.
- Maintain intentional focus on the four essential PLC questions.
- Promote open communication by actively listening and respectfully supporting the growth of others.
- Maintain student progress monitoring and adjust instruction accordingly.
- Utilize student reflection and goal setting to grow student self-efficacy.
- Intentionally share and utilize a variety of research-based instructional strategies.
- Focus and commit to mastery of academic and behavior essential standards.
- Provide parents weekly updates on student progress.
- Engage in social-emotional learning by teaching tier 1 behavior essential standards and utilizing Character Strong through community circles and teachable moments throughout the day.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
School Processes & Programs	13
Perceptions	16
SCHOOL CULTURE AND CLIMATE	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.	21
Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.	35
Goal 3: All staff will be prepared to support student achievement.	38
Goal 4: All district funds will be utilized for programs that ensure the success of every student.	42
Goal 5: All students will be educated in learning environments that are safe and conducive to learning.	43
Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 26% to 44% by August 2024.	48
Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 28% to 46% by June 2024.	51
Goal 8: By the end of the 2022-2023 school year, Parmley attendance will increase from 90% to 94%.	54
State Compensatory	55
Personnel for Parmley Elementary	55
Title I	56
Title I Personnel	57
Campus Funding Summary	58
Addendums	61

Comprehensive Needs Assessment

Demographics

Demographics Summary

Who We Are:

Parmley Elementary is a fantastic rural school that was built in 1984 and opened its doors in 1987. The building was originally named Willis Elementary when completed in 1987 for \$1,300,000. In approximately 1992, it was named after long time board member Mel Parmley who served on the Board when the building was built. Mr. Parmley was a retired engineer. He volunteered his time and expertise to the City of Willis for several years in the area of engineering. Mr. Parmley served on the Board of trustees for 8 years prior to his death. He was very interested and involved in the construction of this building. Mr. Parmley served as the board "watchdog" on the construction of this facility.

Parmley is located in a small town area, however, the community continues to thrive and grow. We are small but mighty with the love and compassion for all students who enter our doors.

Student Demographics

During the 2023-2024 school year, Parmley Elementary will serve approximately 640 students. The demographic breakdown of the student population remained consistent with the percentages observed over the past 3 years.

Female: 49.92%

Male: 50%

American Indian 0.32%

Asian 0.64%

Black 8%

Pacific Islander .16%

White 55%

2 or more races 4%

Hispanic 31%

Students enrolled are identified as:

At Risk: 53%, which is increase of about 8% from the previous year

Economically Disadvantaged 71.52%, a decrease of 2.57% from the previous year

Emergent Bilingual 2.72%, a decrease of less than 1%

Students will receive services in the following programs:

Free Lunch: 68.32%

Reduced Lunch: 3.2% which is a decrease of 5% from the previous year.

GT: 7.2%; We now serve 45 GT students which down by 1 student.

Dyslexia 3.2%

Special Education 15.20%

Section 504: 5.92%

Our student mobility rate is approximately 21.79% which is consistent with previous years.

Our current attendance rate is 93.25%.

We partner with various organizations to support our students. The following groups partner with us: The Ark, Conroe Bible Church, Entergy of the Woodlands, PTO-parent volunteers, Wildkat Resource Center, North Shore Republican Women, Watch DOGS, and Willis High School Students.

As a campus, we offer a variety of family engagement activities to support academics outside of the school setting and promote a strong relationship between the school and community. Events include literacy and Math/STEAM night, as well as, donuts with dad and muffins with mom.

Miscellaneous Student Information:

Student Retention: 0.32% which is a decrease by 0.52% from the previous year

Student Discipline Referrals: 33 discipline referrals which is a decrease of 16 referrals.

STAFF:

Our teacher and staff retention for last year was 42% which is a significant decrease from last year.

Staff continues to grow in the PLC process and focuses on using data to drive instruction and student achievement.

Demographics Strengths

- Our GT population continues to grow and is second highest in the district.
- There is a decrease in student retention from the previous year.
- There is a decrease of discipline referrals from the previous year.
- There has been an increase in student attendance to 93.25% from 92.21% in the previous year.
- Our Parmley PTO has strengthened in the last two years. Our membership has grown from 4 main members to a solid group of 10 that show up for every meeting. Through our community engagement events such as Momster Bash and movie nights, our parental involvement has increased.
- We had 469 families attend our Literacy Glow Night.
- We had 175 dads attend our Donuts and Dads event.
- We implemented Watch DOGS and have had consistent attendance of our parents on campus.
- Our teachers have a sound knowledge of the PLC process and continue to use data to drive discussions on what is needed for student growth.
- Campus received its second Model PLC recognition.
- Our staff believes that all students can learn at high levels.
- All Kindergarten through third grade teachers have completed the Texas Reading Academy.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parmley has a low attendance rate of 93%. **Root Cause:** Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.

Problem Statement 2: Parmley has a low staff retention rate; 42% **Root Cause:** Staff members do not understand the process for growth, and instead look at it as a check off to be completed. Support is needed to help teams and individuals work through the process and build a collaborative team.

Student Learning

Student Learning Summary

	Math								Reading							
	Fall 2022	% Met Projected Growth from Fall 2021- Fall 2022	Winter 2023	Growth Fall to Winter	% Met Projected Growth from Fall 2022- Winter 2023	Spring 2023	Growth Fall to Spring	% Met Projected Growth from Fall 2022- Spring 2023	Fall 2022	% Met Projected Growth from Fall 2021- Fall 2022	Winter 2023	Growth Fall to Winter	% Met Projected Growth from Fall 2022- Winter 2023	Spring 2023	Growth Fall to Spring	% Met Projected Growth from Fall 2022- Spring 2023
1st Grade																
Bumgardner	157.4		169	11	77%	178	21	63%	154		164	10	59%	173	19	63%
Castro	154.9		168	13	68%	176	21	83%	154		162	9	42%	168	14	56%
Currier	155.1		168	12	58%	174	19	63%	150		162	12	63%	169	19	79%
McBryde	158.2		170	11	78%	179	21	88%	152		162	9	61%	169	17	50%
Niklas	153.5		167	14	78%	174	21	75%	147		159	12	67%	165	18	81%
Average	155.82		168		72%			74%	151		162	10	58%	169	18	66%
Norm RIT	160		170			176	16		155		165			171		
2nd Grade																
Cleveland	160.6	17%	176	15	84%	185	24	94%	161	47%	176	15	63%	182	21	83%
Estopare	174.1	44%	188	14	91%	201	27	100%	171	50%	183	12	81%	194	23	91%
Forrester	169.7	38%	183	13	85%	191	21	90%	164	50%	179	16	76%	186	22	70%
Rosenfield	169.2	17%	182	13	81%	188	19	91%	165	46%	174	9	43%	180	15	55%
Villemez	163.5	21%	176	13	86%	182	19	85%	163	40%	170	7	55%	176	13	55%
Average	166.35	19%	179	14	85%			92%	164	43%	172	8	49%	184	20	71%
Norm RIT	175		184			189	14		172		181			185	13	
3rd Grade																
Black	186.4	65%	202	16	78%	202	16	81%	184	69%	195	11	44%	197	13	67%
Starr	184.6	69%	196	11	90%	205	20	95%	182	50%	191	9	63%	198	16	80%

	Math									Reading							
Cargill	176.1	44%	192	16	90%	199	23	90%		178	61%	193	15	90%	193	15	75%
Sommers	184.7	59%	200	16	94%	207	22	100%		188	53%	198	10	77%	201	13	81%
Clark	181.3	47%	192	11	90%	195	14			179	57%	181	3	40%	180	2	
Garcia	190	54%	199	9	87%	210	20	88%		188	8%	196	7	81%	204	16	75%
Average	185.65	50%	196	10	88%			91%		183	33%	188	5	61%	196	9	76%
Norm RIT	188		196			201	13			186		193			197	11	
4th Grade							0										
Vacant (Crabtree)	200.3	81%	205	5	67%	210	10	60%		197	56%	204	7	73%	206	9	50%
Koerselman	200.3	72%	207	7	65%	213	13	71%		193	88%	201	8	75%	202	10	71%
Nunn	196.8	77%	202	5	67%	204	7	33%		194	85%	202	9	56%	204	10	72%
McLendon	208.4	83%	219	11	74%	223	15	63%		208	67%	214	7	50%	216	9	53%
Young	196.4	82%	204	8	55%	206	10	65%		191	53%	199	8	64%	200	9	62%
Average	200.44	79%	207	8	65%			58%		196	70%	204	8	64%			62%
Norm RIT	199		206			210	11			196		202			204	8	
5th Grade							0										
Crowder	205.1	47%	210	5	48%	216	11	59%		200	37%	205	5	57%	207	7	61%
Garcia	204	55%	209	5	48%	214	10	44%		200	59%	203	3	57%	209	9	58%
LaPlante	213.5	71%	217	3	38%	219	6	43%		206	76%	214	7	73%	214	8	62%
Ralls	210	65%	215	5	57%	215	5	50%		203	50%	212	9	78%	209	6	73%
Average	208.15	60%	213	4.47%	48%			49%		202	56%	212	10	66%	210	8	64%
Norm RIT	209		214			218	9			204		209	5		210	6	

Parmley Elementary
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10 of 61

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	Language						Science					
Norm RIT	173			188								
3rd Grade												
Black	186			193	7	48%	188			200	12	85%
Starr	181			197	16	75%	189			201	12	80%
Cargill	179			192	13	71%	185			198	13	79%
Sommers	186			198	12	67%	187			201	14	95%
Clark	176				-176		183					
Garcia	192			204	12	71%	194			202	14	59%
Average	183					66%	188					80%
Norm RIT	187			198			187			195		
4th Grade												
Vacant (Crabdre	196			203	7	60%	194			203	9	47%
Koerselman	193			201	8	62%	194			200	6	65%
Nunn	193			201	8	50%	195			200	5	39%
McLendon	204			213	9	68%	202			209	7	79%
Young	191			198	7	68%	193			200	7	58%
Average	191					62%	195					58%
Norm RIT	197			205			194			201		
5th Grade												
Crowder	201			205	4	50%	201			210	9	68%
Garcia	197			206	9	58%	196			210	14	74%
LaPlante	203			211	8	76%	205			212	7	70%
Ralls	203			207	4	64%	207			212	5	82%
Average	203			207	4.25	62%	202					74%
Norm RIT	204			210			200			206		

Student Learning Strengths

Reading

Strengths

- All grade levels met projected growth on Reading MAP.
- Growth after reteach on CFA's using our data which is represented in our data spreadsheet called Insufficient, Developing 2, Developing 1, and Mastery

(IDDM)

- Kindergarten increase listening comprehension to 80% and spelling and decoding to 90% mastery on the TX-KEA.

Math

Strengths

- Most grade levels met or exceeded projected growth on Math MAP.
- Kindergarten increased their average or above ratings on TEMI from 83% to 90%.
- Growth after reteach on CFA's using our data which is represented in our data spreadsheet called Insufficient, Developing 2, Developing 1, and Mastery (IDDM)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As students get to higher grades levels the growth is becoming less on reading MAP. **Root Cause:** There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Problem Statement 2: As students get to higher grades levels the growth is becoming less on math MAP. **Root Cause:** There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

School Processes & Programs

School Processes & Programs Summary

Interview Process for Recruiting High Quality Teachers: All candidates are required to present a 10 minute mini-lesson to select the best decision for Parmley; interview questions from our district set of questions with additional questions based on campus needs.

District Strategic Implementation Guide (SIG): This document drives our PLC process at Parmley. We use this document to consistently drive growth through the collaborative meetings to increase our ability to function as a professional learning community.

Math and Literacy Strategic Implementation Guide (SIG): These documents drive our Reading and Math blocks at Parmley. We use these documents to drive growth of teacher's instruction to insure all students are learning at high levels.

Insufficient, Developing 2, Developing 1, Masters (IDDM): Tool used to track CFA and CSA data over time. This data is used to drive intervention and enrichment groups.

TEKS Resource System: a resource used to build a guaranteed and viable curriculum for every student. Most resources within TEKS Resource provided enriching, engaging, rigorous content to support instructional strategies used in classrooms. The content allows grade levels to use common vocabulary and pacing.

Response to Intervention (Rtl): this tool is specifically designed to lessen gaps in instruction for students. We use this time to remediate and intervene with students who are struggling with grade level material and essential standards.

Essential Standards: Standards chosen from our Texas Essential Knowledge and Skills (TEKS) that must be mastered to be successful in the upcoming grade level. Students are given opportunities for reteach and reassessment on these specific standards to ensure mastery at high levels.

Essential Standard Unit Plan: our planning document where we breakdown the prioritized standard and create a plan for what we will teach to ensure mastery of the essentials.

Common Formative Assessment (CFA) & Common Summative Assessment (CSA): Team teacher created assessments that are given at the same time in the same way to every student so that data can be shared across the grade level. Data is then used to create intervention groups to ensure mastery of essential standards.

Guided Reading: This is a multi tiered instructional strategy that also balances between all tiers. Students are provided reading materials on their level and teachers provide instruction of essential standards or remediation to build student fluency and comprehension.

Heggarty: This is a daily phonemic awareness lesson that builds on previous learning.

PROUD: This is intervention time that targets Tier 2 student needs.

ESL: This is a program that provides instructional strategies and accommodations to students that are Emergent Bilinguals. Teachers are able to create specific accommodations based off student TELPS levels to ensure that they are receiving appropriate accommodations for their level of English Proficiency. Also, teachers are implement ELPS and use student friendly language objectives for students.

Dyslexia: The Really Great Reading program is used with students that exhibit reading difficulties through phonological awareness and decoding strategies. Students are screened using MAP fluency and TX KEA. Students are serviced with a certified teacher who has been through thorough training in dyslexia.

Gifted and Talented (GT): Gifted and Talented students are identified through a screening process that includes standardized testing and parent and teacher surveys. Once identified, students receive instruction that extends student learning and increases the student's depth of knowledge.

Academic Nights: These nights are used to increase parent involvement and activities for families to work on skills at home. The skills taught include reading and math strategies that are created through campus based committees.

Technology: All students are 1 to 1 with technology. Students in Kindergarten through first grade have Ipads. Second through fifth grade students have Chromebooks. Each classroom has a cart of either Ipads or Chromebooks for use in the classroom.

School Processes & Programs Strengths

Strengths:

- IDDM drives:
 - Mastery of Essential Standards
 - Data protocol discussions
 - PROUD Time groups
 - Intervention and Enrichment
 - Shared instructional strategies
 - 80% of students must master on CSA before moving onto the next unit.
- Teachers and students use MAP to set goals
- Common planning time and CM work time available, location of collaborative meetings was conducive to business, ability to adjust pacing and change order
- Technology:
 - One-to-one with iPads for K & 1
 - One-to-one with chromebooks for 2nd - 5th
 - One-to-one has assisted with intervention
 - Training offered to staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Gifted and Talented programs are lacking structure and clear expectations. **Root Cause:** Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Perceptions

Perceptions Summary

Parmley Elementary is a Model PLC school. Our grade levels are based on collaborative teams which consist of our administrative team and instructional coaches. Together, we build our unit plans by unwrapping standards to better understand them. We create assessments based on our learning targets and monitor the data to drive instruction. We also use the data to determine best practices and to share instructional strategies so we all learn together.

We have successfully implemented our Watch DOGS programs in which we have invited multiple dads to come up to the school to add an extra layer of support and security. We have a group of Lead DOGS who continue to help us implement the program.

Based on recent surveys from parents, our families are thoroughly appreciative of the communication we use to send out information. We utilize a weekly newsletter. Based on feedback from families, they highly appreciate the weekly reminders and updates. We have received praise from families for communication. We have also added it to our Class Dojo for school updates.

For the current school year, we will continue to focus on sharing instructional strategies in collaborative meetings. We will also work on answering question 4 and providing intense enrichment to students who already know the material. We will continue implementing our Behavior Academies to work on Tier 2 Behaviors. Additionally, our Behavior Coalition has been more intentional in their assistance with community circles. We implemented and will continue Teacher Briefs to assist first year teachers and those who may struggle with classroom management once a month.

Perceptions Strengths

FAMILY AND COMMUNITY ENGAGEMENT

Strengths:

1. Communication between parents, teachers, and administration. (school's website, mobile app, letters, Smore, etc.) Parmley Week at a Glance updated and sent out to parents once a week showcasing all activities, events, and information important to parents.
2. All communication is translated into languages other than English.
3. Implementing the Watch Dog program to add extra support and security.
4. Increased attendance at family engagement activities such as Literacy Glow Night (attendance-469), Go Texan Day, The Veteran's Program, The Wax Museum, etc.

SCHOOL CULTURE AND CLIMATE

Strengths:

1. Students build strong relationships with teachers and administrators on campus in which they feel safe and comfortable.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increased minor and major behaviors that cause the disruption of the learning environment and educational process. **Root Cause:** Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Problem Statement 2 (Prioritized): Lack of understanding as to what certain family engagement activities are **Root Cause:** Not clear explanation given from campus to parents.

Priority Problem Statements

Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations.

Root Cause 1: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Increased minor and major behaviors that cause the disruption of the learning environment and educational process.

Root Cause 2: Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Parmley has a low attendance rate of 93%.

Root Cause 3: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.

Problem Statement 3 Areas: Demographics

Problem Statement 4: As students get to higher grades levels the growth is becoming less on reading MAP.

Root Cause 4: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of understanding as to what certain family engagement activities are

Root Cause 5: Not clear explanation given from campus to parents.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 1: By June of 2024, all students will achieve the target score for meets standards on the Grades 3, 4, and 5 Reading STAAR test in each grade level.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Outcomes

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades 1-5 will utilize Exact Path Learning Path to increase student achievement. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Collaborative teams, teachers, leadership, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1 Funding Sources: Edmentum -- Exact Path - ESSER - \$9,000, Literacy Instructional Coach - Title I Part A - \$65,000 , Technology Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades 3-5 will utilize Reading Map4Gap to guide tier 2 intervention. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Collaborative teams, teachers, leadership, administration Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Reading teachers in grades 3-5 will utilize a classroom library to help build reading stamina as well a comprehension. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Collaborative teams, teachers, leadership, administration Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Ready-To-Go 100 Book Classroom Library (3rd-5th grades) - 211 - Title 1-A - \$4,664.62	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Scholastic News and Storyworks resources in their instruction. Strategy's Expected Result/Impact: Increase student learning in reading Staff Responsible for Monitoring: Teachers and Leadership Team Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Scholastic News & Storyworks - Title I Part A - \$2,640.11	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.
School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.





Performance Objective 2: By June of 2024, all students will achieve the state target score for meets standard on the Grades 3, 4, and 5 Math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades 1-5 will utilize Exact Path Learning Path in Math to increase student achievement. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Collaborative teams, teachers, Math instructional coach, technology coach, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Math Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - Title I Part A - \$65,000, Edmentum--Exact Path - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP in grades 1-5 to show student growth through goal setting with students. Strategy's Expected Result/Impact: Students take accountability and ownership with their own data . Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: MAP - ESSER - \$9,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers in grades 3-5 will utilize Math Map4Gap to guide tier 2 intervention. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Collaborative teams, teachers, Math instructional coach, technology coach, administration Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use manipulatives to improve concrete understanding of concepts. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Magnetic Double 10 Frame and Part Part Whole Dry Erase Boards & Base Ten Units - 211 - Title 1-A - \$445.80	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.
School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.





Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 3: By June 2024, 93% of kinder students will achieve an Average or better score on the TEMI.

HB3 Goal

Evaluation Data Sources: TEMI

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten teachers will use Waterford as a Tier 1 resource to increase student achievement. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Collaborative teams, teachers, instructional coaches, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Math, Literacy, and Technology Instructional Coaches - Title I Part A - \$65,000, Waterford - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use TEMI to analyze the data of the math progress of students and create a plan to close learning gaps. Strategy's Expected Result/Impact: Improved student achievement and tracking of student progress Staff Responsible for Monitoring: Teachers, coaches, admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Math Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Kindergarten teachers will implement DMR starting at the beginning of the year. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administration, math instructional coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Math Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.
School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 4: By May 2024, all students in grades 1 and 2 will meet their projected growth proficiency as measured by the EOY Reading MAP assessment.

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY MAP data

Strategy 1 Details	Reviews			
Strategy 1: Consistently use Exact Path and Reading Eggs for intervention and remediation. Strategy's Expected Result/Impact: Improved academic scores and reading levels. Increase number of students reading on or above grade level. Staff Responsible for Monitoring: Literacy Instructional Coach Teachers Problem Statements: Student Learning 1 Funding Sources: Edmentum -- Reading Eggs - ESSER - \$1,760, Edmentum -- Exact Path - ESSER - \$1,000, Literacy Instructional Coach - Title I Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize the Word Study SIG and implement phonics into their daily schedule utilizing the pacing guide created by Willis ISD. They will systematically use Heggerty on a daily basis for at least 10 minutes per day to increase phonemic awareness. Strategy's Expected Result/Impact: Students will be able to apply learning to their independent reading. Staff Responsible for Monitoring: Teachers, admin and literacy coach Problem Statements: Student Learning 1 Funding Sources: Literacy Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teacher growth reports will be analyzed and action plan created after each MAP assessment. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: All staff and admin Problem Statements: Student Learning 1 Funding Sources: MAP - ESSER	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase student reading stamina and engagement during independent reading. Strategy's Expected Result/Impact: Increase student work stamina and reading fluency Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Bridge to Reading Foundational Skills Classroom kit will help structure the word study component in the student's day. Strategy's Expected Result/Impact: Increase reading abilities Staff Responsible for Monitoring: Leadership team Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Bridge to Reading Foundational Skills Classroom Kit K-2 - 211 - Title 1-A - \$16,990	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will utilize word study in K-2nd Grades. Strategy's Expected Result/Impact: Increase student work stamina and reading fluency Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Pocket Charts - 211 - Title 1-A - \$334.80	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 5: By May 2024, all students in grades 1 and 2 will meet their projected growth proficiency as measured by the EOY Math MAP scores.

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY MAP Scores

Strategy 1 Details	Reviews			
Strategy 1: Consistent use Exact Path and MathSeeds for intervention and remediation. Strategy's Expected Result/Impact: Improved academic scores and increase student number sense. Staff Responsible for Monitoring: Math and Technology Instructional Coaches Teachers Problem Statements: Student Learning 1 Funding Sources: Math Seeds for K-2 - Title I Part A - \$2,016, Edmentum -- Exact Path - ESSER, Math Instructional Coach - Title I Part A, Technology Instructional Coach - Title I Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor growth of students by pulling teacher growth report for MAP. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: All staff and admin, Math and technology instructional coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: MAP - ESSER, Math Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - 211 - Title 1-A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. **Root Cause:** There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 6: By May 2024, students in 5th grade will meet the targeted score for meets in science grade 5 STAAR.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: All students in grades 3-5 will meet projected proficiency on Science MAP at EOY. Strategy's Expected Result/Impact: Increased scientific knowledge Staff Responsible for Monitoring: Math and Technology Coach, teachers, admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1 Funding Sources: MAP - ESSER, Technology Instructional Coach - Title I Part A - \$65,000, Math/Science Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will target science instruction based on EOY MAP data from the previous year as well as BOY MAP data to drive intervention groups. Strategy's Expected Result/Impact: All 5th grade students meet grade level on Science STAAR. Staff Responsible for Monitoring: teachers, admin, math coach Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Math/Science Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 40% of each science unit will include a hands on activity in all grade levels. Strategy's Expected Result/Impact: All 5th grade students meet grade level on Science STAAR. Staff Responsible for Monitoring: teachers, instructional coach, admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will use hands on activities during STEM class biweekly. Strategy's Expected Result/Impact: All 5th grade students meet grade level on Science STAAR. Staff Responsible for Monitoring: teachers, instructional coach, admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Learning Resources Pandemonium STEM Challenge, Explorers Bridge Builders, Explorers Brainometry, Explorers Pixel Art Challenge, etc. - 211 - Title 1-A - \$4,743.74	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.
School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state standards.

Performance Objective 7: By June 2024 85% of Kindergarten students will be on track on TX-KEA.

Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the Word Study SIG and implement phonics into their daily schedule utilizing the pacing guide created by Willis ISD. They will systematically teach phonemic awareness for at least 10 minutes per day to increase phonemic awareness. Strategy's Expected Result/Impact: Students will be able to apply learning to their independent reading. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Heggerty - Title I Part A - \$1,995	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Bridge to Reading Foundational Skills Classroom kit will help structure the word study component in the student's day. Strategy's Expected Result/Impact: Increase reading skills Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Kindergarten Bridge to Reading Foundational Skills Classroom Kit - 211 - Title 1-A - \$10,194	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:





Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: By May 2024, Parmley will increase the parent involvement opportunities by encouraging attendance for Wildkat University nights, hosting parent engagement various events, and encouraging participation in Parmley Watch D.O.G.S.

Evaluation Data Sources: Admin Parent Information Survey
 Parmley Watch D.O.G.S.
 Parent Contact Logs
 Event sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: The campus will host Parmley STEM event and instructional nights to encourage skills to use at home and Coffee and chat with the Principal for open communication and parental involvement. Strategy's Expected Result/Impact: Increase communication of events to the PES community. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Perceptions 2 Funding Sources: Various resources for each event, coffee, pastries - Title I Part A - \$3,000, Teacher participation and benefits - Title I Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will send use our Blackboard system and website to communicate with parents such as call outs, social media, and texts. Strategy's Expected Result/Impact: Higher parental involvement Staff Responsible for Monitoring: Admin Title I: 2.4, 4.1, 4.2 Problem Statements: Perceptions 2 Funding Sources: Title 1 CIP Translation - Title I Part A - \$450	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Regularly scheduled Parmley Newsletter sent to parents in English and Spanish each week with brief information and calendar dates. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Admin Title I: 4.1, 4.2 Problem Statements: Demographics 1 Funding Sources: Smore Newsletter Services - Title I Part A - \$149	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Parmley will have consistent Parent Teacher communication through weekly newsletters, Dojo, email, and phone calls. Strategy's Expected Result/Impact: Increased parent involvement and student achievement Staff Responsible for Monitoring: Teachers, admin Title I: 4.1, 4.2 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Parmley will have monthly Coffee and Chat with the principals as a way to involve parents in decisions, actions, and events on campus as well as open a door to speak freely with administration. Strategy's Expected Result/Impact: improved parent involvement Staff Responsible for Monitoring: Admin, secretary Title I: 4.1, 4.2 Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Coffee and pastries - Title I Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Parmley has a low attendance rate of 93%. Root Cause: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.

School Processes & Programs

Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. **Root Cause:** Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Perceptions

Problem Statement 1: Increased minor and major behaviors that cause the disruption of the learning environment and educational process. **Root Cause:** Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Problem Statement 2: Lack of understanding as to what certain family engagement activities are **Root Cause:** Not clear explanation given from campus to parents.

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: By the end of the 2024 school year, all teachers will receive their required 15 campus and 20 professional hours for professional development.

Evaluation Data Sources: Sign in Sheets, campus PD attendance logs, Eduphoria Strive Portfolio

Strategy 1 Details	Reviews			
Strategy 1: Parmley coaches will organize campus professional development sessions at least 2 times a month. These may be teacher led. Strategy's Expected Result/Impact: Improved student learning and teacher empowerment Staff Responsible for Monitoring: Teachers Admin Instructional Coaches Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Staff Development Food, resources, and travel - 199 - General Fund - \$4,850, Literacy Instructional Coach - Title I Part A - \$65,000, Math/Science Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Solution Tree consultant to come to each collaborative team to provide feedback on how to implement effective enrichment strategies and processes. Strategy's Expected Result/Impact: Increase in effective enrichments in each classroom Staff Responsible for Monitoring: Leadership team Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: Solution Tree Consultant - 211 - Title 1-A - \$6,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 2 teachers will attend CAST by SCTAT conference in Houston. Strategy's Expected Result/Impact: Increased performance in science in earlier grades. Staff Responsible for Monitoring: Administration Title I: 2.4 Problem Statements: Student Learning 1 Funding Sources: CAST by CTAT Registration - Title I Part A - \$570	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Staff member will attend a Guided Math conference to bring back to campus. Strategy's Expected Result/Impact: Develop teacher capacity. Staff Responsible for Monitoring: Administration Title I: 2.4 Problem Statements: Student Learning 1 Funding Sources: Guided Math Conference - Title I Part A - \$252.61	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Teachers will attend a STAAR Calibrating & Scoring Elementary RLA training. Strategy's Expected Result/Impact: Increase teacher capacity. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 Problem Statements: Student Learning 1 Funding Sources: STAAR Calibrating & Scoring Elementary RLA Registration - Title I Part A - \$400	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: By the end of the 2024 school year, all content teachers will be ESL certified.

Evaluation Data Sources: ESL Certifications

Strategy 1 Details		Reviews			
Strategy 1: Teachers who are not certified already will register for an ESL prep class. Teachers will sign up early to take the test to prepare for the possibility of needing to take multiple exams. Strategy's Expected Result/Impact: Increased teacher quality leads to higher student achievement Staff Responsible for Monitoring: Teachers and admin Title I: 2.4 Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: By the end of 2024 school year, 100% of Parmley's funds will be spent to address student's academic/socio-emotional needs, parental involvement, and professional learning of teachers in order to improve the overall growth for student learning as measured by end of year surveys from parents, staff, students, and teachers.

Evaluation Data Sources: Monthly Budget Review

Strategy 1 Details		Reviews			
Strategy 1: We will conduct a monthly review of the budget to ensure it is being used for effective teaching needs. Strategy's Expected Result/Impact: Increase in student learning Staff Responsible for Monitoring: Principal Secretary Title I: 2.4, 2.5 Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Principal Supplies and Office Operational Supplies - 199 - General Fund - \$3,906, Library Supplies and Reading Materials - 199 - General Fund - \$3,150, Field Trips, Office Machines, Furniture - 199 - General Fund - \$43,444		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Parmley has a low attendance rate of 93%. Root Cause: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.
School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.
Perceptions
Problem Statement 1: Increased minor and major behaviors that cause the disruption of the learning environment and educational process. Root Cause: Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: By the end of the school year, 100% of staff will know a variety of tools that will promote student safety, health and welfare including: safety planning, discipline management, bullying & harassment and EduHero trainings throughout the school year as measured by participation in safety trainings.

Evaluation Data Sources: Staff survey on safety
Student Survey on safety
Parent Survey on safety

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in trainings to better equip them on working with students which includes assigned EduHero lessons, monthly safety meetings, safety videos, and wellness emails. Strategy's Expected Result/Impact: Improved feelings of safety in school Staff Responsible for Monitoring: Assistant Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: EduHero - Local - \$4,262		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Parmley has a low attendance rate of 93%. Root Cause: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.
Perceptions
Problem Statement 1: Increased minor and major behaviors that cause the disruption of the learning environment and educational process. Root Cause: Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: By the end of the school year, all students will receive instruction in social emotional learning through Community Circles and guidance lessons.

Evaluation Data Sources: Community Circle observations and feedback, referral data, behavior documentation

Strategy 1 Details	Reviews			
Strategy 1: The Behavior Coalition will sort the Emotional Intelligence Student Outcomes to fit with the appropriate Parmley PROUD core values and Character Strong Traits. Strategy's Expected Result/Impact: Targeted EQ instruction Staff Responsible for Monitoring: Counselor, administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Tier 1 EQ lessons will be taught through Community Circle each day. These will be created by the counselor and entered into our campus Emotional Intelligence calendar. Strategy's Expected Result/Impact: Create a guaranteed and viable tier 1 EQ curriculum for all students. Staff Responsible for Monitoring: Counselor and administration Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Guidance lessons will be taught to all students at least once a month by the counselor. Strategy's Expected Result/Impact: Students will get tier 1 EQ essentials reinforced. Staff Responsible for Monitoring: Counselor and administration. Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Our counselor will attend workshops and training to enhance skills on working with students. Strategy's Expected Result/Impact: Improve relationships with counselor and students; improve student behavior Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Our counselor will use Care Solace as a resource to provide to families and teachers in need of mental health services. Strategy's Expected Result/Impact: Provide a resource for families to get connected with mental health services. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Parmley has a low attendance rate of 93%. Root Cause: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.
Perceptions
Problem Statement 1: Increased minor and major behaviors that cause the disruption of the learning environment and educational process. Root Cause: Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Students who do not meet the expectations of the district behavior essentials will be apart of the PES Behavior Academies based on QR code data.

Evaluation Data Sources: Behavior academy feedback, QR data, and referral data

Strategy 1 Details	Reviews			
Strategy 1: Behavior QR codes will align to the district behavior essential as well as the campus EQ plans. Strategy's Expected Result/Impact: Targeted instruction to improve student behavior. Staff Responsible for Monitoring: Counselor and administration. Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Behavior Academies will run in 6 week cycles. Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Increased minor and major behaviors that cause the disruption of the learning environment and educational process. Root Cause: Inconsistent consequences, explicit teaching of expected behaviors, behaviors copied to receive the same attention, not enough positive reinforcement for students with consistently good behavior, confusion in implementing appropriate consequences

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 4: All staff will understand emergency procedures.

Evaluation Data Sources: Drill documentation

Strategy 1 Details	Reviews			
Strategy 1: Safety drills will be done in accordance to the law. We will have 1 lockdown drill per semester, 2 shelter in place/ secure building/ hold classes during the year, 1 shelter for severe weather for the year and 2 evacuation drills per semester. Strategy's Expected Result/Impact: Students and staff will effectively and safely complete all drills. Staff Responsible for Monitoring: AP Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Parmley has a low attendance rate of 93%. Root Cause: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 26% to 44% by August 2024.

Performance Objective 1: The percent of K students that score on grade level or above in Decoding on the TX-KEA will increase from 47% to 93% by June 2024.

HB3 Goal
Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten teachers will utilize Waterford, Heggerty, intentional intervention and extension times, and the literacy SIG to inform instruction. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers, Coaches, admin Problem Statements: School Processes & Programs 1 Funding Sources: Literacy Instructional Coach - Title I Part A - \$65,000, Math/Science Instructional Coach - Title I Part A - \$65,000, Waterford - ESSER - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 1: Gifted and Talented programs are lacking structure and clear expectations. Root Cause: Lack of guidance on expectations for implementation, disproportionate focus on students who are struggling, and lack of training on effective implementation.

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 26% to 44% by August 2024.

Performance Objective 2: The percentage of 1st grade students meeting projected growth in Reading on the MAP will increase from 25% to 70% by June 2024.

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details		Reviews			
Strategy 1: 1st grade teachers will utilize Reading Eggs, Exact Path, Heggerty, intentional intervention and extension times, and the literacy SIG to inform instruction. Strategy's Expected Result/Impact: Increased reading comprehension Staff Responsible for Monitoring: Classroom Teachers; Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Edmentum -- Reading Eggs - ESSER - \$1,500, Literacy Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - Title I Part A - \$65,000		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 26% to 44% by August 2024.

Performance Objective 3: The percent of 2nd grade students meeting projected growth on the Reading MAP will increase from 37% to 75% by June 2024.

HB3 Goal
Evaluation Data Sources: MAP assessment

Strategy 1 Details	Reviews			
Strategy 1: 2nd grade teachers will utilize Reading Eggs, Exact Path, Heggerty, intentional intervention and extension times, and the literacy SIG to inform instruction. Strategy's Expected Result/Impact: Increased reading fluency and comprehension Staff Responsible for Monitoring: Teachers, Coach, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Edmentum -- Exact Path and Reading Eggs - ESSER, Literacy Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - Title I Part A - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.





Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 28% to 46% by June 2024.

Performance Objective 1: The percent of K students that score average or above in math on the TEMI will increase from 50% to 93% by June 2024.

HB3 Goal

Evaluation Data Sources: TEMI

Strategy 1 Details		Reviews			
Strategy 1: Kinder teachers will utilize Waterford, DMR, fact fluency, intentional intervention and extension times, and the Balanced Math SIG to inform instruction. Strategy's Expected Result/Impact: Increased math performance Staff Responsible for Monitoring: Classroom Teachers, Admin, Math and Technology Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Waterford - ESSER - \$9,000, Math Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - Title I Part A - \$65,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 28% to 46% by June 2024.

Performance Objective 2: The percent of 1st students who met projected growth on Math MAP will increase from 12% to 80% by June 2024.

High Priority
HB3 Goal
Evaluation Data Sources: MAP Data

Strategy 1 Details		Reviews			
Strategy 1: 1st grade teachers will utilize Math Seeds, Exact Path, DMR, fact fluency, intentional intervention and extension times, and the Balanced Math SIG to inform instruction. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Teachers, admin, coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Edmentum -- Exact Path - ESSER - \$9,000, Literacy Instructional Coach - Title I Part A - \$65,000 , Technology Instructional Coach - Title I Part A - \$65,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 28% to 46% by June 2024.

Performance Objective 3: The percent of 2nd grade students who met projected growth on Math MAP will increase from 16% to 95% by June 2024.

HB3 Goal
Evaluation Data Sources: MAP Data, CFAs, IDDM

Strategy 1 Details		Reviews			
Strategy 1: 2nd grade teachers will utilize Math Seeds, Exact Path, DMR, fact fluency, intentional intervention and extension times, and the Balanced Math SIG to inform instruction. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Admin, Teachers, Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Exact Path - ESSER - \$9,000, Literacy Instructional Coach - Title I Part A - \$65,000, Technology Instructional Coach - Title I Part A - \$65,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: As students get to higher grades levels the growth is becoming less on reading MAP. Root Cause: There is a lack of training to target learning for our students who are on a lower or higher RIT bands than grade level.

Goal 8: By the end of the 2022-2023 school year, Parmley attendance will increase from 90% to 94%.

Performance Objective 1: By March 2024, the assistant principal will have held attendance meetings for all students with 10 or more unexcused absences as documented by attendance contracts signed by parents.

Evaluation Data Sources: Attendance contracts, increased attendance percentage

Strategy 1 Details	Reviews			
Strategy 1: By running regular attendance reports, the assistant principal will set up attendance meetings to discuss attendance contracts for students who have more than 10 unexcused absences. Strategy's Expected Result/Impact: Increased awareness of the importance of being present in school. Staff Responsible for Monitoring: Assistant principal and Registrar Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By May of 2024, students who have missed more than 10% of school with unexcused absences will attend weekly after school tutoring to benefit their academic year. Strategy's Expected Result/Impact: Increase student achievement and attendance Staff Responsible for Monitoring: Assistant principal, registrar and 1 grade level teacher Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: Tutoring - Title I Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Parmley has a low attendance rate of 93%. Root Cause: Parmley needs to implement a strategic plan to address attendance earlier including proactive measures.

State Compensatory

Personnel for Parmley Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Patricia Debrow	Dyslexia Specialist	0
Virginia Straughter	Instructional Aide	0

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Soose	Technology Innovation Coach	Title I	100
Christina Wheeler	Instructional Coach	Title I	100
Lori Crabdree	Instructional Coach	Title I	100

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Staff Development Food, resources, and travel		\$4,850.00
4	1	1	Principal Supplies and Office Operational Supplies		\$3,906.00
4	1	1	Library Supplies and Reading Materials		\$3,150.00
4	1	1	Field Trips, Office Machines, Furniture		\$43,444.00
Sub-Total					\$55,350.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Ready-To-Go 100 Book Classroom Library (3rd-5th grades)		\$4,664.62
1	2	4	Magnetic Double 10 Frame and Part Part Whole Dry Erase Boards & Base Ten Units		\$445.80
1	4	5	Bridge to Reading Foundational Skills Classroom Kit K-2		\$16,990.00
1	4	6	Pocket Charts		\$334.80
1	5	2	Technology Instructional Coach		\$65,000.00
1	6	4	Learning Resources Pandemonium STEM Challenge, Explorers Bridge Builders, Explorers Brainometry, Explorers Pixel Art Challenge, etc.		\$4,743.74
1	7	2	Kindergarten Bridge to Reading Foundational Skills Classroom Kit		\$10,194.00
3	1	2	Solution Tree Consultant		\$6,500.00
Sub-Total					\$108,872.96
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	EduHero		\$4,262.00
Sub-Total					\$4,262.00
Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology Instructional Coach		\$65,000.00
1	1	1	Literacy Instructional Coach		\$65,000.00
1	1	4	Scholastic News & Storyworks		\$2,640.11

Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Technology Instructional Coach		\$65,000.00
1	2	1	Math Instructional Coach		\$65,000.00
1	3	1	Math, Literacy, and Technology Instructional Coaches		\$65,000.00
1	3	2	Math Instructional Coach		\$65,000.00
1	3	3	Math Instructional Coach		\$65,000.00
1	4	1	Literacy Instructional Coach		\$0.00
1	4	2	Literacy Instructional Coach		\$65,000.00
1	5	1	Math Instructional Coach		\$0.00
1	5	1	Technology Instructional Coach		\$0.00
1	5	1	Math Seeds for K-2		\$2,016.00
1	5	2	Math Instructional Coach		\$65,000.00
1	6	1	Technology Instructional Coach		\$65,000.00
1	6	1	Math/Science Instructional Coach		\$65,000.00
1	6	2	Math/Science Instructional Coach		\$65,000.00
1	7	1	Heggerty		\$1,995.00
2	1	1	Various resources for each event, coffee, pastries		\$3,000.00
2	1	1	Teacher participation and benefits		\$3,000.00
2	1	2	Title 1 CIP Translation		\$450.00
2	1	3	Smore Newsletter Services		\$149.00
2	1	5	Coffee and pastries		\$1,000.00
3	1	1	Math/Science Instructional Coach		\$65,000.00
3	1	1	Technology Instructional Coach		\$65,000.00
3	1	1	Literacy Instructional Coach		\$65,000.00
3	1	3	CAST by CTAT Registration		\$570.00
3	1	4	Guided Math Conference		\$252.61
3	1	5	STAAR Calibrating & Scoring Elementary RLA Registration		\$400.00
6	1	1	Literacy Instructional Coach		\$65,000.00
6	1	1	Math/Science Instructional Coach		\$65,000.00
6	2	1	Literacy Instructional Coach		\$65,000.00
6	2	1	Technology Instructional Coach		\$65,000.00

Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1	Technology Instructional Coach		\$65,000.00
6	3	1	Literacy Instructional Coach		\$65,000.00
7	1	1	Technology Instructional Coach		\$65,000.00
7	1	1	Math Instructional Coach		\$65,000.00
7	2	1	Technology Instructional Coach		\$65,000.00
7	2	1	Literacy Instructional Coach		\$65,000.00
7	3	1	Technology Instructional Coach		\$65,000.00
7	3	1	Literacy Instructional Coach		\$65,000.00
8	1	2	Tutoring		\$500.00
Sub-Total					\$1,770,972.72
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Edmentum -- Exact Path		\$9,000.00
1	2	1	Edmentum--Exact Path		\$0.00
1	2	2	MAP		\$9,000.00
1	3	1	Waterford		\$0.00
1	4	1	Edmentum -- Reading Eggs		\$1,760.00
1	4	1	Edmentum -- Exact Path		\$1,000.00
1	4	3	MAP		\$0.00
1	5	1	Edmentum -- Exact Path		\$0.00
1	5	2	MAP		\$0.00
1	6	1	MAP		\$0.00
6	1	1	Waterford		\$9,000.00
6	2	1	Edmentum -- Reading Eggs		\$1,500.00
6	3	1	Edmentum -- Exact Path and Reading Eggs		\$0.00
7	1	1	Waterford		\$9,000.00
7	2	1	Edmentum -- Exact Path		\$9,000.00
7	3	1	Exact Path		\$9,000.00
Sub-Total					\$58,260.00

Addendums

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

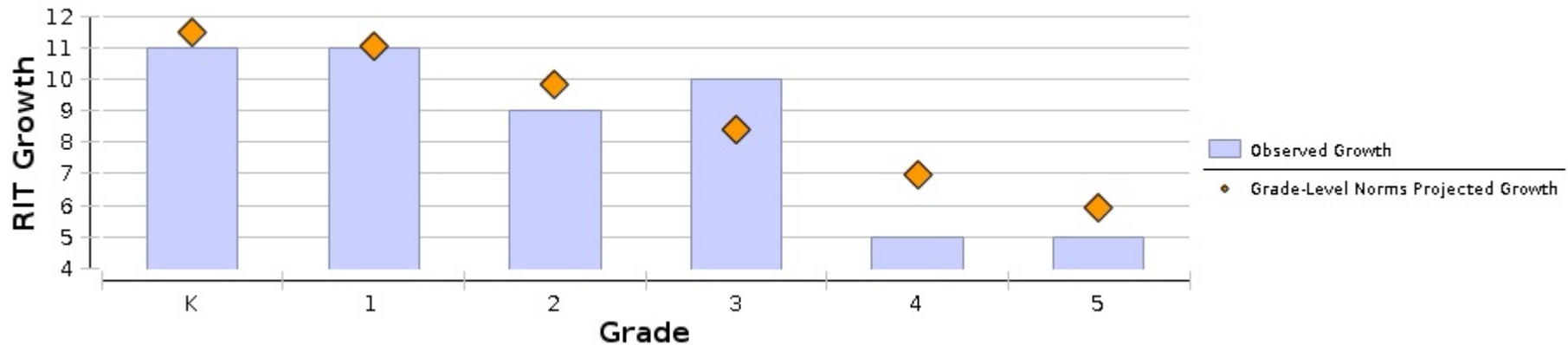
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	94	137.6	12.5	46	148.5	13.8	42	11	0.7	11.5	-0.42	34	94	49	52	48
1	94	156.5	12.6	36	167.6	12.9	37	11	0.8	11.0	0.05	52	94	50	53	51
2	98	169.7	11.8	24	179.0	12.7	22	9	0.6	9.8	-0.38	35	98	53	54	51
3	97	187.3	13.1	49	197.3	13.8	60	10	0.7	8.4	1.26	90	97	63	65	61
4	102	198.3	12.2	48	202.8	13.0	34	5	0.6	7.0	-2.04	2	102	37	36	30
5	98	208.0	13.9	48	212.8	14.3	42	5	0.6	5.9	-0.78	22	98	45	46	44

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

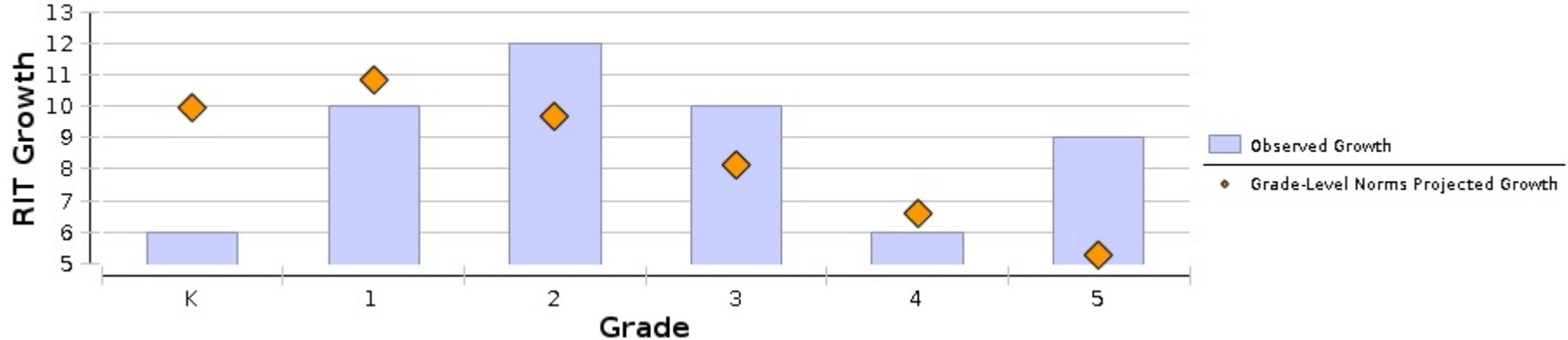
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Language Arts: Reading

Grade (Winter 2020)	Growth Count [‡]	Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	93	140.3	8.9	82	146.5	10.4	56	6	0.9	10.0	-2.56	1	93	38	41	32
1	94	155.1	12.7	55	165.4	12.3	51	10	0.8	10.9	-0.36	36	94	39	41	43
2	98	166.4	14.9	24	178.0	15.1	34	12	1.0	9.7	1.25	89	98	57	58	53
3	96	183.7	15.5	40	193.9	14.8	52	10	0.8	8.1	1.61	95	96	64	67	66
4	102	193.2	14.5	36	198.8	15.4	31	6	1.0	6.6	-0.79	21	102	51	50	48
5	98	200.9	15.6	35	209.5	16.2	53	9	0.8	5.3	2.78	99	98	64	65	68

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

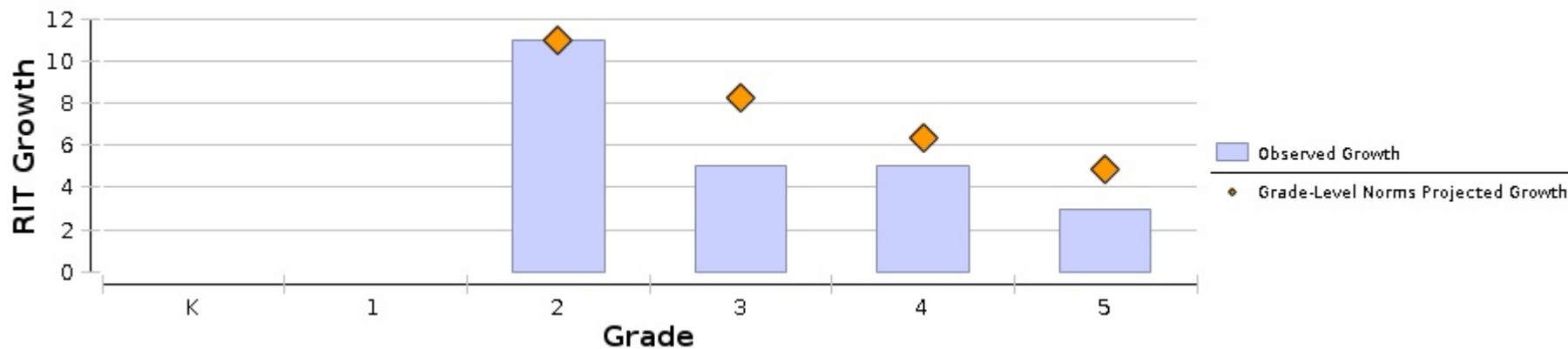
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	98	166.5	14.0	18	177.2	14.2	18	11	0.9	11.0	-0.14	44	98	48	49	47
3	95	185.5	14.3	44	190.9	15.1	27	5	0.8	8.3	-2.43	1	95	36	38	33
4	102	191.8	12.9	25	196.9	13.6	19	5	0.8	6.4	-1.24	11	102	47	46	37
5	97	201.4	15.8	37	204.1	14.7	25	3	0.7	4.8	-2.22	1	97	36	37	27

Language Arts: Language Usage



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

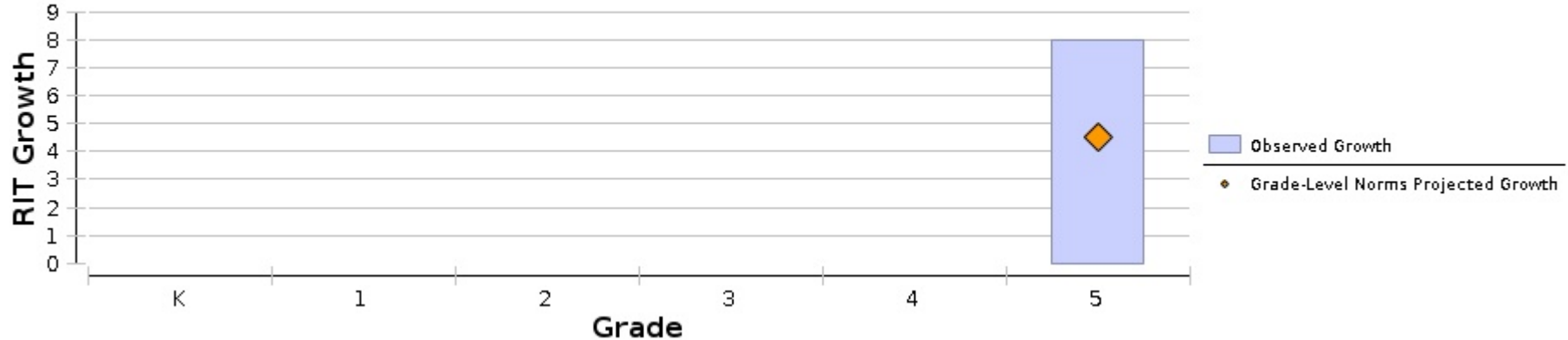
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	98	199.8	11.7	51	207.6	11.4	73	8	0.6	4.5	2.55	99	98	78	80	70

Science: Science K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

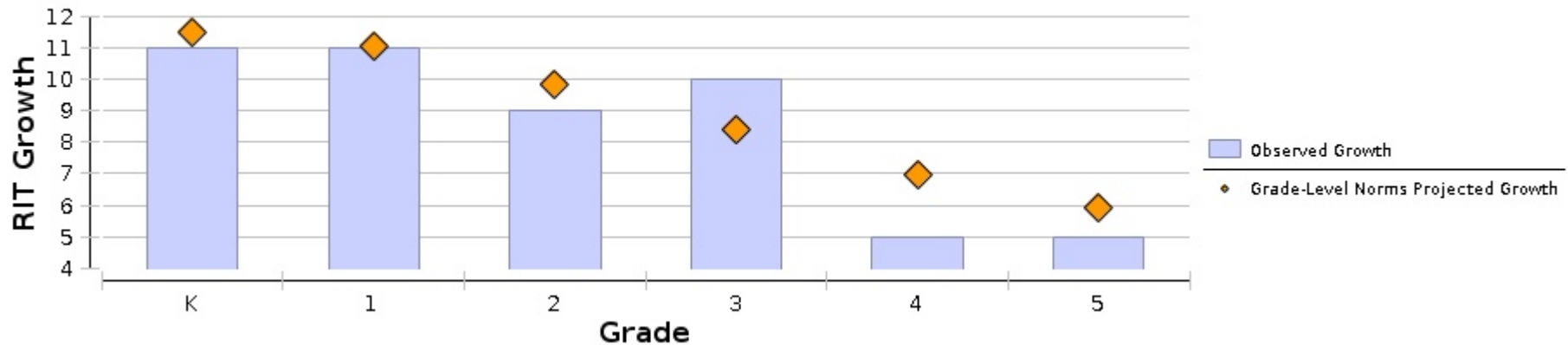
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	94	137.6	12.5	46	148.5	13.8	42	11	0.7	11.5	-0.42	34	94	49	52	48
1	94	156.5	12.6	36	167.6	12.9	37	11	0.8	11.0	0.05	52	94	50	53	51
2	98	169.7	11.8	24	179.0	12.7	22	9	0.6	9.8	-0.38	35	98	53	54	51
3	97	187.3	13.1	49	197.3	13.8	60	10	0.7	8.4	1.26	90	97	63	65	61
4	102	198.3	12.2	48	202.8	13.0	34	5	0.6	7.0	-2.04	2	102	37	36	30
5	98	208.0	13.9	48	212.8	14.3	42	5	0.6	5.9	-0.78	22	98	45	46	44

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

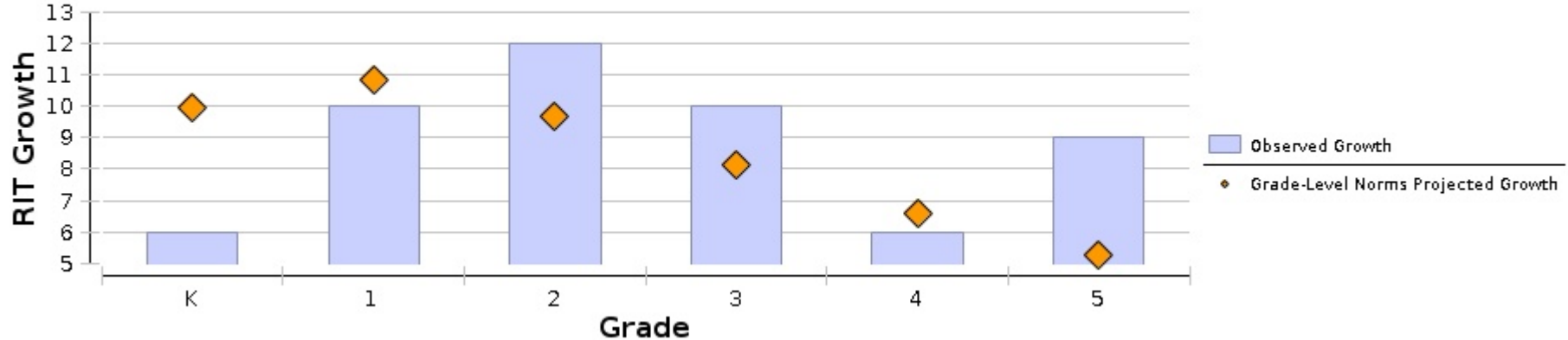
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	93	140.3	8.9	82	146.5	10.4	56	6	0.9	10.0	-2.56	1	93	38	41	32
1	94	155.1	12.7	55	165.4	12.3	51	10	0.8	10.9	-0.36	36	94	39	41	43
2	98	166.4	14.9	24	178.0	15.1	34	12	1.0	9.7	1.25	89	98	57	58	53
3	96	183.7	15.5	40	193.9	14.8	52	10	0.8	8.1	1.61	95	96	64	67	66
4	102	193.2	14.5	36	198.8	15.4	31	6	1.0	6.6	-0.79	21	102	51	50	48
5	98	200.9	15.6	35	209.5	16.2	53	9	0.8	5.3	2.78	99	98	64	65	68

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

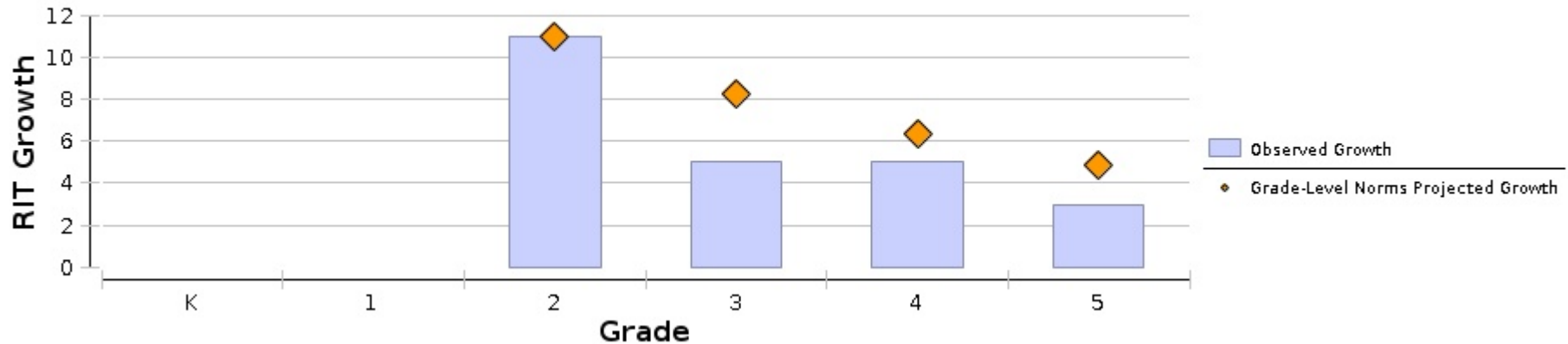
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	98	166.5	14.0	18	177.2	14.2	18	11	0.9	11.0	-0.14	44	98	48	49	47
3	95	185.5	14.3	44	190.9	15.1	27	5	0.8	8.3	-2.43	1	95	36	38	33
4	102	191.8	12.9	25	196.9	13.6	19	5	0.8	6.4	-1.24	11	102	47	46	37
5	97	201.4	15.8	37	204.1	14.7	25	3	0.7	4.8	-2.22	1	97	36	37	27

Language Arts: Language Usage



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Willis ISD

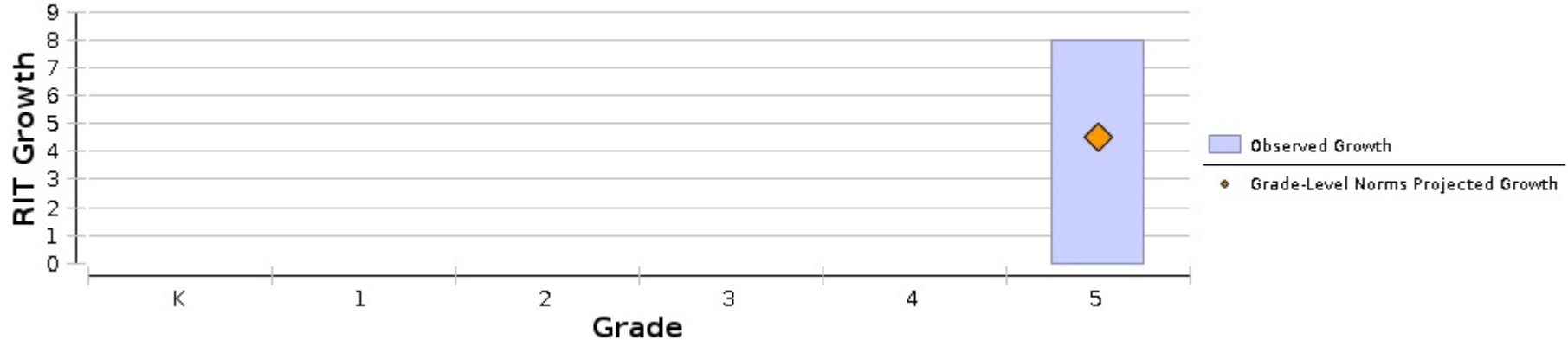
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2019 - Winter 2020
Weeks of Instruction: Start - 2 (Fall 2019)
End - 19 (Winter 2020)
Grouping: None
Small Group Display: No

Parmley Elementary

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	98	199.8	11.7	51	207.6	11.4	73	8	0.6	4.5	2.55	99	98	78	80	70

Science: Science K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.