

Midland Independent School District

Parker Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Midland ISD

Vision Statement:

All students will graduate college, career, or military ready.

Parker Elementary

We will provide an exceptionally safe and supportive learning environment for all students, staff, and families, where individual differences are celebrated and students are challenged academically, building success now and in the future.

Vision

Vision Statement:

All students will graduate college, career, or military ready.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2024

Demographics

Demographics Summary

Parker is a true neighborhood school of 547 students located in Midland, Texas. The grade levels span from pre-Kindergarten to 6th grade. Parker has a high special education population of that grew from 21% in 2022-23 to 22.82% at the end of 2023-24. We house an ASC (autism) unit on our campus as well as 2 pre-Kindergarten life skills units. The student population is 51% economically disadvantaged, which represents a slight decrease from 52% in 2022-23. Emergent bilingual students comprise approximately 12% of our student population. Hispanic students are the largest ethnic group at Parker, comprising 48% of the student population, followed by 36% white, 7% African American, and the remaining 9% is composed of Asian, American Indian, and students of two or more races.

Our school has 36 instructional staff members, serving grades PK-6th. These include 1 Fine Arts teacher, 2 PE teachers, 7 special education teachers, 1 dyslexia teacher, 2 DAEP teachers, and a full-time librarian. 5 of our instructional staff are ESL-certified (supplemental). Approximately 30% of teachers hold 5 or less years of classroom experience, while almost half hold 11 or more years of instructional experience. 71% of classroom teachers will be returning to Parker for the 2024-25 school year. Additionally, Parker has several teacher assistants, serving in Pre-K, early life skills, special education inclusion, autism, and DAEP classrooms, as well as the library. Core class sizes range from 18 to 24 students, dependent upon the grade level.

Demographics Strengths

Parker Elementary exhibits a student population with diverse academic and behavioral needs. We have a well-equipped instructional staff that is able to support the inclusion of all diverse student populations in general education classrooms across the campus. In response to diversity of our student population, core classroom teachers are well supported by specialized teachers and support staff, both inside the classrooms and across the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math.

Root Cause: Parker PLC teams are not effectively analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.

Problem Statement 2: Hispanic students are underperforming in Kinder, 2nd, and 3rd grades. Hispanic students are averaging the 45th percentile in reading and the 50th percentile in math. For comparison, the student populations as a whole in Kinder, 2nd, and 3rd grades are averaging 49th percentile in reading and 56th percentile in math.

Root Cause: Parker PLC teams are not effectively analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.

Problem Statement 3: Black students are underperforming in grades Kinder, 2nd, 3rd, 4th, and 5th. This subpopulation is averaging the 34th percentile in reading and the 35th percentile in math. For comparison, the student populations as a whole in Kinder, 2nd, 3rd, 4th, and 5th grades are averaging the 52nd percentile in reading and the 56th percentile in

math.

Root Cause: Parker PLC teams are not effectively analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.

Student Learning

Student Learning Summary

EOY NWEA MAP Growth Data: (percentage of students meeting growth goals)

	Math	Reading			Math	Reading			Math	Reading	Science
Kinder				3rd Grade				5th Grade			
Flores	86.7%	93.3%		Knox	85.0%			Madison		45.0%	
Moreno	60.0%	57.1%			59.1%					73.7%	
Scott	57.1%	50.0%		Siebens		27.3%				59.1%	
van Bakel	68.4%	31.6%				50.0%		Sites			72.7%
1st Grade				Dubose	85.7%						81.0%
Benitz	58.8%	47.1%			68.4%						72.2%
Freeman	57.9%	63.2%		Diaz		55.0%		Stephens	47.4%		
Luna	50.0%	70.6%				65.0%			36.4%		
Riegger	37.5%	56.3%		4th Grade					47.4%		
2nd Grade				Broussard	66.7%			6th Grade			
Paulsen	43.8%	41.2%			68.4%			Becker	94.1%		
Sanchez	41.7%	46.2%		Davis	61.1%				68.8%		
Stansbury	46.7%	57.1%			63.2%				88.2%		
Stephens	61.1%	29.4%		Herrera		62.5%		Carrasco			61.1%
						72.2%					62.5%
				Leonard		55.0%					41.2%
						50.0%		Cates		70.6%	
									70.6%		
									55.6%		

On EOY MAP testing, Kindergarten performed exceptionally well with a high percentage of students meeting their growth goals in both reading (58%) and math (68%). Second grade showed weaknesses in both reading and math MAP growth over the course of the year, with 48% of students meeting their goals in reading, and 43% in math. Third, fourth, and sixth grades showed high percentages of growth in both reading and math. Fifth grade math averaged only 44% of students meeting their EOY growth goals.

Preliminary STAAR Domain 1 Performance Data:

		2024	2023	Higher/Lower
All Math	Approaching	76%	73%	Higher +3
	Meets	52%	43%	Higher +9
	Masters	18%	17%	Higher +1
All Reading	Approaching	78%	77%	Higher +1
	Meets	50%	47%	Higher +3
	Masters	19%	13%	Higher +6
All Tests	Approaching	76%	74%	Higher +2
	Meets	49%	44%	Higher +5
	Masters	18%	15%	Higher +3

Based on STAAR preliminary data released in early June 2024, Parker showed improvement in both math and reading across the board. In math, the percentage of students achieving Meets Grade Level increased from 43% in 2023 to 52% in 2024. In reading, the percentage of students scoring Masters Grade Level increased by six percentage points, from 13% to 19%. On all tests combined, the percentage of students achieving Meets Grade Level increased from 44% to 49%.

However, third grade math and reading data shows substantial decreases from the previous year, with all performance categories dropping 10 percentage points in math, and decreasing from 43% to 32% of students achieving Meets Grade Level in reading.

Student Learning Strengths

Kindergarten and 1st grade reading MAP data shows an average of 60% of students meeting EOY growth goals.

Fourth grade EOY MAP data shows 65% of students meeting their EOY goals in math, and 60% meeting EOY goals in reading. On preliminary STAAR data, fourth grade has improved student performance in both math and reading in all performance categories.

Fifth grade science data shows 75% of students meeting their EOY MAP growth goals. Fifth grade math, though performing low on EOY MAP testing in math, increased in both approaches (+12%) and meets grade level (+6%) on preliminary STAAR data.

Sixth grade math showed strong growth on EOY MAP, 84% of students achieving their goals. On STAAR, sixth grade math and reading both showed substantial increases in student performance as compared to 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%.

Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 2 (Prioritized): According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%.

Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 3 (Prioritized): Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals.

Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 4 (Prioritized): Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals.

Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 5: Special education students achieved the Approaching performance category on all STAAR tests at a much lower rate than their non-special education peers (48% as compared to 81%).

Root Cause: Special education and general education staff fail to work together to ensure that these students are provided interventions in the general education classrooms. Students' foundational gaps are not being filled due to ineffective RTI systems.

School Processes & Programs

School Processes & Programs Summary

The staff of Parker Elementary are diverse in background and levels of experience. At the end of 2023-24 school year, 12 teachers left the school. To date, all vacancies left by outgoing staff members have been filled with qualified personnel hired by the Parker hiring committee, consisting of the principal, assistant principal, leadership team members, and/or grade level team members. Currently, 7 teachers are DOI and 3 are associate teachers/classroom instructional facilitators. The instructional leadership team is being overhauled based on campus needs and feedback from the 23-24 school year regarding lack of communication and leadership efforts of several members. Parker staff will continue to utilize a common lesson planning template, which will include a 6 weeks overview, and common essential standards unpacking documents. The master schedule has been modified to include intervention periods scheduled throughout the day to allow for special education student to be pulled and not miss Tier 1 instruction. This will include additional planning periods during the day for core teachers, with support from MCLs. The instructional staff will continue to focus on the development of effective and data-driven PLC collaboration, with administrators gradually releasing many of the major leadership roles and responsibilities to the MCLs.

Parker Elementary will escalate the PBIS work began in the 21-22 academic year and continued last year, with the goal of supporting positive student behavior and common expectations across the campus. The counselor will lead the group of staff members in collaboration towards continuing to build campus-wide systems such as Chief Swag, the PBIS Rewards program, and outlining expectations for adults on the campus. The family outreach liaison, new to Parker this year, will focus on growing the attendance rate by a minimum of 0.5% as well as parent engagement and other outreach activities to bridge the home-school gap. The focus will continue to be historically underrepresented populations in the school setting.

Parker will begin to use the PBIS Rewards program to document student positive and negative behaviors and as the main tool for family communication. There is a Parker Elementary Facebook page in use, as well as Blackboard phone and email communication for campus-wide purposes.

At Parker, we recognize the importance of technology for tomorrow's leaders, and every student is 1-1 with a device. The students regularly use many technology applications, such as Google classroom, during instruction. This year, we will allow students to use their technology devices at home as well as continue to implement a typing practice program for students in grades 3-6.

The Parker PTA is very active, sponsoring multiple family events throughout the school year, communicating freely with the campus principal, and quickly meeting the needs of staff and students on campus. They manage the book vending machine, decorate bulletin boards and teacher doors, and promote Parker teachers on social media. This year, they will be supporting our campus with funding for technology upgrades in the cafeteria, consisting of two large screens and surround sound to accommodate larger groups of Parker students and families.

School Processes & Programs Strengths

Parker Elementary will be implemented the Opportunity Culture model on campus this year. This will provide additional support and mentorship to novice staff members while providing experienced, high quality teachers with leadership opportunities. There will be 3 MCLs impacting approximately 80% of the Parker students.

Every Parker teacher is involved in at least one collaborative team, with whom they create norms, build team structures, and collaborate to provide and monitor high-quality instruction for all students. Administration will support MCLs in building their capacity to lead these collaborative teams.

The most recent accountability rating, from the 2021-22 school year, is an overall score of C. No ratings have been released for 2023-24 at this point.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of DOI and associate teachers on staff has increased from the 2023-24 school year.

Root Cause: There is not a strong new teacher mentor program at Parker to support new and/or inexperienced teachers in their professional development. Observation and feedback is inconsistently utilized by campus leadership.

Problem Statement 2 (Prioritized): A total of twenty students had a DAEP placement during the 2023-24 school year. 60% of those placements were Hispanic students and 10% were African American. There is over-representation of these groups in DAEP.

Root Cause: There is a lack of discipline trend analysis by PBIS team and responses to observed trends as well as systems to hold teachers accountable for campus discipline expectations. PBIS has been inconsistently implemented.

Problem Statement 3 (Prioritized): Overall attendance at Parker Elementary for the 2023-24 school year was 93.9%.

Root Cause: Parker does not effectively communicate the importance of and the state laws surrounding attendance in Texas, and staff members often fail to monitor student attendance and take proactive action. There is no written, structured, and tiered attendance system in place to address attendance concerns as they occur.

Perceptions

Perceptions Summary

Parker Elementary has a good reputation within the community. 80% of parents and 82% of students feel that Parker is a "good" or "excellent" campus according to most recent K12 survey results. 88% of staff also rated Parker as "excellent" or "good" overall. When compared to the 22-23 school year, however, these results are slightly lower. School leadership, family involvement opportunities, and interactions with school and staff members were the most important aspects of the campus upon which most parents, staff, and students based their K12 survey responses.

Teaching & Learning: Stakeholders generally agree that Parker is a welcoming environment for all students, and that students are held accountable to high expectations. Parent show higher levels of agreement in these indicators than students do, in general. Member of the Parker community feel that we lack in providing timely and helpful feedback to students, though that has improved since the 2022-23 school year. Parents also report that we do not always provide the students with the support they need to be prepared for the next grade level.

Student Support: Most parents, staff, and students at Parker feel that there is a staff member at Parker whom they can go to should they be experiencing a school problem. Parents, students, and staff agree that Parker lacks in offering a variety of courses and extracurricular activities. Sixth-grade students report not always feeling like they belong at Parker.

School Leadership: Parents report improved interactions with school leadership as compared to the 22-23 school year, while campus-based staff show a decrease in their satisfaction with campus leadership.

Family Involvement: Parents are generally satisfied with this aspect of the school, feeling positive about the school's welcoming environment, volunteer opportunities, and respectful interactions between staff members and families. Parent and guardian perception of family involvement has improved since the 22-23 school year.

Safety, Security, and Behavior: Parents and families feel that Parker is generally safe, clean, and well-maintained, while students report being aware of safety and security procedures. Staff and students express concern regarding respectful interactions between teachers and students, fair enforcement of discipline, and responsiveness to bullying.

Communication: According to the spring 2024 K12 Insight survey, most parents and family members agree that they are provided with easily accessible and timely communication regarding school programs and opportunities. Fewer parents feel that they are given adequate opportunities to provide input on decisions that affect them or their student directly. More than 80% of campus-based staff members report receiving easily accessible, timely communication, while fewer feel that they are given the opportunity to give input on decisions.

Perceptions Strengths

Parker stakeholders report a favorable view of the safety and cleanliness of the campus, and find it a welcoming environment for both students and families. They feel they can easily get in contact with teachers or other staff members for information or questions about their children. Families feel that they are generally treated with respect by staff members.

Campus-based staff also find the school welcoming, and feel that there are frequent opportunities for parents to be involved at school. They feel that families are well-informed about school events. Administrators are highly visible at school events.

Students report that they feel aware of safety and security procedures within the school community. They also feel that teachers set high expectations, their schoolwork challenges them academically, and that they are kept well-informed of their academic progress at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents do not feel that their students are being well-equipped to be successful in the next grade level or the real-world.

Root Cause: Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Problem Statement 2 (Prioritized): Campus-based staff report a decreased satisfaction with school leadership.

Root Cause: A campus culture that consists of high expectations for staff and students has not yet been established, and all staff members do not take responsibility for student outcomes.

Problem Statement 3 (Prioritized): All stakeholders report concerns about respectful relationships between students and staff members as well as how discipline and student behavior is handled on campus.

Root Cause: PBIS has been inconsistently implemented at Parker. Teaching appropriate behavior has not been a consistent component within discipline systems.

Problem Statement 4 (Prioritized): Families feel that they are not given ample opportunities to provide meaningful input on important decisions at Parker.

Root Cause: There is not diverse representation of all stakeholders in CEIC and PTA, and there are not frequent opportunities in which parent and community feedback is solicited. Systems used to solicit community feedback are ineffective.

Priority Problem Statements

Problem Statement 1: Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math.

Root Cause 1: Parker PLC teams are not effectively analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%.

Root Cause 2: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%.

Root Cause 3: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals.

Root Cause 4: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals.

Root Cause 5: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: A total of twenty students had a DAEP placement during the 2023-24 school year. 60% of those placements were Hispanic students and 10% were African American. There is over-representation of these groups in DAEP.

Root Cause 6: There is a lack of discipline trend analysis by PBIS team and responses to observed trends as well as systems to hold teachers accountable for campus discipline expectations. PBIS has been inconsistently implemented.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Overall attendance at Parker Elementary for the 2023-24 school year was 93.9%.

Root Cause 7: Parker does not effectively communicate the importance of and the state laws surrounding attendance in Texas, and staff members often fail to monitor student attendance and take proactive action. There is no written, structured, and tiered attendance system in place to address attendance concerns as they occur.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents do not feel that their students are being well-equipped to be successful in the next grade level or the real-world.

Root Cause 8: Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: All stakeholders report concerns about respectful relationships between students and staff members as well as how discipline and student behavior is handled on campus.

Root Cause 9: PBIS has been inconsistently implemented at Parker. Teaching appropriate behavior has not been a consistent component within discipline systems.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Families feel that they are not given ample opportunities to provide meaningful input on important decisions at Parker.

Root Cause 10: There is not diverse representation of all stakeholders in CEIC and PTA, and there are not frequent opportunities in which parent and community feedback is solicited. Systems used to solicit community feedback are ineffective.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: The number of DOI and associate teachers on staff has increased from the 2023-24 school year.

Root Cause 11: There is not a strong new teacher mentor program at Parker to support new and/or inexperienced teachers in their professional development. Observation and feedback is inconsistently utilized by campus leadership.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Campus-based staff report a decreased satisfaction with school leadership.

Root Cause 12: A campus culture that consists of high expectations for staff and students has not yet been established, and all staff members do not take responsibility for student outcomes.

Problem Statement 12 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Board Goal: 1




The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.











Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 32% to 44% by 2025.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 95% to 96% by 2025.

Evaluation Data Sources: CLI

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The Pre-K teacher will join the Kindergarten PLC to internalize and rehearse lessons, analyze student data, and plan interventions and enrichment based on the data. Strategy's Expected Result/Impact: PLC meetings will be focused on 4 critical questions and the instructional cycle so that student achievement increases. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus calendar indicates dedicated time for ongoing job-embedded professional development and coaching focused on instructional materials, including the qualities of effective lesson plans, lesson internalization, and effective formative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have dedicated time to collaborate on lesson planning and assessments. Targeted PD during weekly meetings will provide support based on current trends.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Strategy's Expected Result/Impact: Effective, high-quality instruction will take place in every classroom on campus.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math. **Root Cause:** Parker PLC teams are not effectively analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.

Student Learning

Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Perceptions

Problem Statement 1: Parents do not feel that their students are being well-equipped to be successful in the next grade level or the real-world. **Root Cause:** Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.




Goal 1: Board Goal: 1







The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.







Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 32% to 44% by 2025.











Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 53% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans, lesson internalization, student engagement strategies, and effective formative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have dedicated time to collaborate on lesson internalization and assessments. Targeted PD during weekly meetings will provide support based on current trends. Impact: 55% of K-2nd students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 2025.</p> <p>Staff Responsible for Monitoring: Freeman (2nd grade MCL), Pegelow (AP)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	 Considerable	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
<p>Strategy 2: Campus instructional leaders frequently review how teachers internalize, modify, and use lesson plans, providing feedback and lesson planning support regarding alignment of the scope and sequence, the standards, and the expected level of rigor.</p> <p>Strategy's Expected Result/Impact: Teachers will become more effective at planning high-quality lessons through collaboration with teacher teams, MCLs, and administration. Impact: 55% of K-2nd grade students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 24-25. Staff Responsible for Monitoring: MCL and AP</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4</p>		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine root causes as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Through collaboration, teachers will become more effective at identifying students strengths and weaknesses and respond accordingly. The RTI system at Parker will be strengthened. Impact: 55% of K-2nd grade students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 24-25. Staff Responsible for Monitoring: MCL and AP</p> <p>Problem Statements: Student Learning 2, 4</p>		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data and track student specific goals in order to make data-driven instructional decisions.</p> <p>Strategy's Expected Result/Impact: Leadership will be able to effectively monitor student progress and intervene when necessary. Parker's RTI systems will strengthen. Impact: 55% of K-2nd grade students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 24-25.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 5 Details	Reviews			
<p>Strategy 5: Part-time reading interventionist will support tier 2 instruction in Kindergarten-2nd grade classrooms.</p> <p>Strategy's Expected Result/Impact: Fewer students will show at below grade level in reading in Kinder-2nd grades.</p> <p>Impact: 55% of K-2nd grade students will meet their individual growth goals in reading as measured by NWEA MAP by the end of school year 24-25.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: PT Interventionist salary - 211 Title 1 - \$22,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 6 Details	Reviews			
Strategy 6: We will implement specific and targeted strategies according to student IEP and accommodations. Strategy's Expected Result/Impact: Improve academic achievement among special education students Staff Responsible for Monitoring: Heather Robinett Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 7 Details	Reviews			
Strategy 7: Teachers will be provided with additional supplies as needed to allow students improved access to reading content, such as anchor chart holders, intervention games, dry erase markers, and whisper phones. Strategy's Expected Result/Impact: Teachers will have better access to instructional supplies that will supplement instructional practices, resulting in improved achievement and student growth. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Instructional supplies - 211 Title 1 - \$1,361.83	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.</p> <p>Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.</p>

Student Learning

Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals.
Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals.
Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.




Goal 1: Board Goal: 1







The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.




Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 32% to 44% by 2025.





Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 58% to 65% by 2025.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers (with content and grade-level teams whenever possible) will have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling students and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Teachers will work collaboratively to internalize lessons, plan assessments, and respond with appropriate interventions/enrichment. Impact: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL and AP</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2, 4</p>	 Considerable	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine root causes as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Through collaboration, teachers will become more effective at identifying students strengths and weaknesses and respond accordingly. The RTI system at Parker will be strengthened. Impact: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL and AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans, lesson internalization, student engagement strategies, and effective formative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have dedicated time to collaborate on lesson internalization and assessments. Targeted PD during weekly meetings will provide support based on current trends. Impact: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL and AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
Strategy 4: Campus staff will receive Lead4ward professional development regarding intentional intervention and implementing effective intervention practices. Strategy's Expected Result/Impact: Teachers will become more effective at providing each students with the tailored instruction they need to reach their goals. Impact: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase to 65% by 2025. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Lead4ward Leading Intentional Intervention PD - 211 Title 1 - \$4,500	Formative			Summative
	Nov	Feb	Apr	June
	 Discontinue	 Discontinue	 Discontinue	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Goal 1: Board Goal: 1




The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.







Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 32% to 44% by 2025.











Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 17% to 40% by 2025.

Evaluation Data Sources: NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers (with content and grade-level teams whenever possible) will have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling students and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Teachers will work collaboratively to effectively internalize lessons, plan assessments, and deliver appropriate interventions/enrichment. Impact: 40% of 3rd grade students will demonstrate Meets & Masters STAAR proficiency as measured by winter NWEA MAP reading assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	 Considerable	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
<p>Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may have not learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Through collaboration, teachers will become more effective at identify student strengths and weaknesses and responding accordingly. Impact: 40% of 3rd grade students will demonstrate Meets & Masters STAAR proficiency as measured by winter NWEA MAP reading assessment. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
<p>Strategy 3: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson internalization and formative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have dedicated time to collaborate on lesson internalization and assessments. Targeted PD during weekly meetings will provide support based on current trends. Impact: 40% of 3rd grade students will demonstrate Meets & Masters STAAR proficiency as measured by winter NWEA MAP reading assessment. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
<p>Strategy 4: Coaching and support of teachers is informed by data, including an analysis of student work samples to assess the level of curricular rigor and impact of instruction.</p> <p>Strategy's Expected Result/Impact: Leadership will connect coaching with student outcomes to ensure that coaching steps are effective in driving instructional improvement for all students. Impact: 40% of 3rd grade students will demonstrate Meets & Masters STAAR proficiency as measured by winter NWEA MAP reading assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will use a typing program to practice using technology to submit STAAR-aligned written responses.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in typing, allowing them to focus their attention on the substance of the message they are trying to convey on written assignments. Impact: 40% of 3rd grade students will demonstrate Meets & Masters STAAR proficiency as measured by winter NWEA MAP reading assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: Typing.com subscription - 211 Title 1 - \$1,050</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Perceptions

Problem Statement 1: Parents do not feel that their students are being well-equipped to be successful in the next grade level or the real-world. **Root Cause:** Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.




Goal 2: Board Goal: 2











The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 35% to 40% by 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 86% to 90% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly.</p> <p>Impact: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will be 90% by 2025.</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div> Some Progress</div>	<div> Considerable</div>	<div> Considerable</div>	

Strategy 2 Details	Reviews			
<p>Strategy 2: Team professional learning communities will include written agendas, recorded minutes, and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.</p> <p>Strategy's Expected Result/Impact: PLC meetings will be focused on the 4 critical questions and the instructional cycle so that student achievement in all grade levels increases.</p> <p>Impact: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will be 90% by 2025.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans, lesson internalization, and effective formative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have dedicated time to collaborate on lesson internalization and assessments. Targeted PD during weekly meetings will provide support based on current trends.</p> <p>Impact: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will be 90% by 2025.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. **Root Cause:** Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.




Goal 2: Board Goal: 2











The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 35% to 40% by 2025.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 56% to 60% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 60% of Kinder-2nd grade students will meet or exceed individual growth goals in math, as measured by NWEA MAP.</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Leadership will be able to effectively monitor student progress and intervene when necessary. Impact: 60% of Kinder-2nd grade students will meet or exceed individual growth goals in math, as measured by NWEA MAP.</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders frequently review how teachers internalize, modify, and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p> <p>Strategy's Expected Result/Impact: Teachers will become more effective at planning high-quality lessons through collaboration with teacher teams, MCLs, and administration. Impact: 60% of Kinder-2nd grade students will meet or exceed individual growth goals in math, as measured by NWEA MAP.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. **Root Cause:** Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Goal 2: Board Goal: 2











The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 35% to 40% by 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 34% to 40% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 40% of 3rd grade students will demonstrate Meets or Masters level proficiency as measured by the winter NWEA MAP math assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Leadership will be able to effectively monitor student progress and intervene when necessary. Impact: 40% of 3rd grade students will demonstrate Meets or Masters level proficiency as measured by the winter NWEA MAP math assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Coaching and support of teachers is informed by data, including an analysis of student work samples to assess the level of curricular rigor and impact of instruction.</p> <p>Strategy's Expected Result/Impact: Leadership will connect coaching with student outcomes to ensure that coaching steps are effective in driving instructional improvement for all students. Impact: 40% of 3rd grade students will demonstrate Meets or Masters level proficiency as measured by the winter NWEA MAP math assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Goal 3: Board Goal : 3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.




Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 74% to 79% by 2025.




Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 60% to 62% by 2025.




GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 59% to 61% by 2025.




GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 65% to 67% by 2025.





Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing opportunities for participation from all students.</p> <p>Strategy's Expected Result/Impact: Student engagement in the learning will increase.</p> <p>Impact: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 62% by 2025. The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 61% by 2025. The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 67% by 2025.</p> <p>Staff Responsible for Monitoring: Principal and reading MCL</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: All classrooms include at least one visible data tracking artifact, which is regularly updated along with campus hallways to include at least one visible student progress tracking artifact, which is regularly updated. A new poster maker will be purchased to support the campus in creating data tracking posters.</p> <p>Strategy's Expected Result/Impact: All members of the campus community, especially teachers and students, will be aware of student progress and engaged in driving positive outcomes.</p> <p>Impact: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 62% by 2025. The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 61% by 2025. The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 67% by 2025.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: Poster maker - 211 Title 1 - \$3,715.05</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
<p>Strategy 3: Parker will offer additional learning opportunities such as Saturday Academies and before and after-school tutorials, where students will be provided with interventions and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will have more time with students in order to support them to meet their growth measures.</p> <p>Impact:</p> <p>The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 62% by 2025.</p> <p>The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 61% by 2025.</p> <p>The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 67% by 2025.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: funding to pay staff for additional hours - 211 Title 1 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and impact of instruction. Strategy's Expected Result/Impact: Leadership will connect coaching with student outcomes to ensure that coaching steps are effective at driving instructional improvement for all students. Impact: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 62% by 2025. The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 61% by 2025. The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will reach 67% by 2025. Staff Responsible for Monitoring: Principal and reading MCL Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Perceptions
Problem Statement 1: Parents do not feel that their students are being well-equipped to be successful in the next grade level or the real-world. Root Cause: Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Perceptions

Problem Statement 3: All stakeholders report concerns about respectful relationships between students and staff members as well as how discipline and student behavior is handled on campus. Root Cause: PBIS has been inconsistently implemented at Parker. Teaching appropriate behavior has not been a consistent component within discipline systems.

Goal 4: Board Goal : 4

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.




Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 74% to 79% by 2025.




Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 65% to 67% by 2025.




GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 44% to 50% by 2025.





GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 83% to 85% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and impact of instruction.</p> <p>Strategy's Expected Result/Impact: Leadership will connect coaching with student outcomes to ensure that coaching steps are effective at driving instructional improvement for all students.</p> <p>Impact: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 67% by 2025. The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 50% by 2025. The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 85% by 2025.</p> <p>Staff Responsible for Monitoring: Principal and math MCL</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1, 3</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Parker will offer additional learning opportunities such as Saturday Academies and before and after-school tutorials, where students will be provided with interventions and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will have more time with students so that they are able to reach their growth measures.</p> <p>Impact:</p> <p>The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 67% by 2025.</p> <p>The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 50% by 2025.</p> <p>The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 85% by 2025.</p> <p>Staff Responsible for Monitoring: Principal and math MCL</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing opportunities for participation from all students. Strategy's Expected Result/Impact: Student engagement in the learning will increase. Impact: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 67% by 2025. The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 50% by 2025. The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will reach 85% by 2025. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue




Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Perceptions
Problem Statement 1: Parents do not feel that their students are being well-equipped to be successful in the next grade level or the real-world. Root Cause: Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.




Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.





Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. Strategy's Expected Result/Impact: Staff members will become more knowledgeable and skilled in best practices for student achievement, and the number of campus leaders will increase. Impact: Culture of continuous improvement Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: Teachers are supported through observation and feedback cycles dependent upon their level of instructional expertise. Strategy's Expected Result/Impact: Each teacher at Parker will improve in their instructional expertise throughout the course of the year. Impact: Culture of continuous improvement. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details		Reviews			
Strategy 3: Teachers will use data analysis protocols during PLC meetings to disaggregate data, identify strengths and weaknesses, and plan for appropriate interventions/enrichment. Strategy's Expected Result/Impact: Instructional practices will be strengthened to improve student academic performance across all grades, cultivating a culture of continuous improvement. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:




Demographics
Problem Statement 1: Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math. Root Cause: Parker PLC teams are not effective analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.
Student Learning
Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.











Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details		Reviews			
Strategy 1: Principal and assistant principal will build capacity of MCLs so that they are able to facilitate effective and productive PLCs. Strategy's Expected Result/Impact: MCLs will become skilled at ensuring PLCs stay on track and increase student achievement. Impact: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 1, 2		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
Strategy 2: PLC teams will shift their focus from lesson internalization to PLC critical questions 3 and 4, interventions and enrichment. Strategy's Expected Result/Impact: Parker's RTI systems will strengthen, so that more students are able to meet their growth goals. Impact: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Teachers will analyze CFA unit assessments and district assessments within two days of administering assessments to inform instruction, intervention and enrichment. Strategy's Expected Result/Impact: Align data-driven instruction with immediate intervention. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math. Root Cause: Parker PLC teams are not effective analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.

Student Learning

Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 2: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in reading in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 71% to 68%, met grade level decreased from 43% to 32%, and masters grade level fell from 8% to 5%. **Root Cause:** Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.

Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. **Root Cause:** Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.







Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals. **Root Cause:** Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.




Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.





Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
Strategy 1: Parker will promote a safe and welcoming environment through the implementation of a schoolwide Tier 1 PBIS system. Strategy's Expected Result/Impact: Students will feel safe, welcomed, and connected to the school environment. Impact: Instructional time will be maximized without interruptions due to discipline. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 3 Funding Sources: PBIS supplies - 211 Title 1 - \$2,000, PBIS Rewards platform - 211 Title 1 - \$2,857.50	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Parker will implement monthly safety training and drills to ensure safety and security at school. Strategy's Expected Result/Impact: All staff will have a clear understanding of all safety protocols. Staff Responsible for Monitoring: Assistant Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Parker will train staff on Centegix security system and run frequent drills to ensure proper implementation. Strategy's Expected Result/Impact: All staff will have a clear understanding of safety drill protocols. Staff Responsible for Monitoring: Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2 - Perceptions 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:







School Processes & Programs
Problem Statement 2: A total of twenty students had a DAEP placement during the 2023-24 school year. 60% of those placements were Hispanic students and 10% were African American. There is over-representation of these groups in DAEP. Root Cause: There is a lack of discipline trend analysis by PBIS team and responses to observed trends as well as systems to hold teachers accountable for campus discipline expectations. PBIS has been inconsistently implemented.
Perceptions
Problem Statement 3: All stakeholders report concerns about respectful relationships between students and staff members as well as how discipline and student behavior is handled on campus. Root Cause: PBIS has been inconsistently implemented at Parker. Teaching appropriate behavior has not been a consistent component within discipline systems.




Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.





Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parker Elementary will create a behavioral threat assessment team to identify and monitor individuals who may pose a threat and provide interventions before a violent incident occurs.</p> <p>Strategy's Expected Result/Impact: Students will feel safe, welcomed, and connected to the school environment, and any threats to student or staff safety will be identified and diverted through intervention. Impact: Every student will experience a positive learning environment at Parker. 100% of the district's safety policies will be implemented.</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
<p>Strategy 2: Parker Elementary will maintain log showing all drills conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: Requirements for drills will be met, improving safety of students on campus.</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Parker will train staff on Centegix security system and run frequent drills to ensure proper implementation. Strategy's Expected Result/Impact: All staff will have a clear understanding of safety drill protocols. Staff Responsible for Monitoring: AP Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2 - Perceptions 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue







Performance Objective 4 Problem Statements:




School Processes & Programs
Problem Statement 2: A total of twenty students had a DAEP placement during the 2023-24 school year. 60% of those placements were Hispanic students and 10% were African American. There is over-representation of these groups in DAEP. Root Cause: There is a lack of discipline trend analysis by PBIS team and responses to observed trends as well as systems to hold teachers accountable for campus discipline expectations. PBIS has been inconsistently implemented.
Perceptions
Problem Statement 3: All stakeholders report concerns about respectful relationships between students and staff members as well as how discipline and student behavior is handled on campus. Root Cause: PBIS has been inconsistently implemented at Parker. Teaching appropriate behavior has not been a consistent component within discipline systems.





Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders implement targeted and personalized strategies to retain high-performing staff. Strategy's Expected Result/Impact: Staff retention rate will increase because staff will feel supported, valued, and effective. Impact: Parker will increase the number of highly-qualified staff to serve students and the broader community. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Teacher placements are strategic based on student need and teacher strengths. Strategy's Expected Result/Impact: Student learning will improve as teachers are placed in positions that are well-suited to their strengths and abilities. Impact: Parker will increase the number of highly-qualified staff to serve students and the broader community. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Parker will provide an experienced teacher mentor for all new teachers on staff. Strategy's Expected Result/Impact: Staff retention rate will increase because staff will feel supported, valued and effective. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue







Performance Objective 1 Problem Statements:




Student Learning
<p>Problem Statement 1: According to preliminary STAAR data, 3rd grade students performed substantially more poorly in math in 2024 as compared to 2023. The percentage of students who approached grade level decreased from 69% to 59%, met grade level decreased from 45% to 35%, and masters grade level fell from 16% to 6%. Root Cause: Staffing inconsistencies and team dynamics impacted the quality of instruction 3rd grade students received. Weaker teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.</p> <p>Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.</p> <p>Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.</p>





Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership opportunities will be provided to teachers based on strengths and a history of observed competence and leadership characteristics.</p> <p>Strategy's Expected Result/Impact: Leadership team members will demonstrate improved leadership capacity and the ability to support campus administration in fostering campus instructional improvements.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Leadership team stipends - 211 Title 1 - \$20,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
<p>Strategy 2: Parker Leadership Team will develop teacher interview questions based on the school vision.</p> <p>Strategy's Expected Result/Impact: More high quality, effective teachers will be on-boarded that align with the school's vision.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Professional development will be provided to teachers based on the trends observed during instructional walkthroughs. Strategy's Expected Result/Impact: Staff retention rate will increase because staff will feel supported, valued, and effective. Impact: Parker will increase the number of highly-qualified staff to serve students and the broader community. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 2 Problem Statements:




Student Learning
Problem Statement 3: Based on EOY MAP data, 26% of second grade students are below the 20th percentile in math, with only 48% of students achieving EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
Problem Statement 4: Based on EOY MAP data, 31% of second grade students are below the 20th percentile in reading, with only 43% of students meeting EOY growth goals. Root Cause: Weaker and inexperienced teachers were not consistently coached for instructional improvement. Students' foundational gaps are not being filled due to ineffective RTI systems.
School Processes & Programs
Problem Statement 1: The number of DOI and associate teachers on staff has increased from the 2023-24 school year. Root Cause: There is not a strong new teacher mentor program at Parker to support new and/or inexperienced teachers in their professional development. Observation and feedback is inconsistently utilized by campus leadership.
Perceptions
Problem Statement 2: Campus-based staff report a decreased satisfaction with school leadership. Root Cause: A campus culture that consists of high expectations for staff and students has not yet been established, and all staff members do not take responsibility for student outcomes.





Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parker Elementary will refine our vision and values to include authentic and collaborative involvement and investment of administrators, teachers, parents, and students.</p> <p>Strategy's Expected Result/Impact: All stakeholders will feel connect to and invested in the growth of our students through open dialogue between groups.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus principal will publish at least one monthly event, specifically focused on the economically disadvantaged population, on social media in which parent and community involvement is welcomed.</p> <p>Strategy's Expected Result/Impact: All stakeholder groups, especially the economically disadvantaged, will feel welcome and valued within the Parker Elementary family.</p> <p>Staff Responsible for Monitoring: Principal and family outreach liaison</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Parker Elementary will track and monitor campus attendance and provide intervention plans for attendance improvement for families in need. Strategy's Expected Result/Impact: Families in need will receive necessary supports to allow children to attend school regularly. Staff Responsible for Monitoring: Principal and family outreach liaison Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







Performance Objective 1 Problem Statements:








Demographics
Problem Statement 1: Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math. Root Cause: Parker PLC teams are not effective analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.
School Processes & Programs
Problem Statement 3: Overall attendance at Parker Elementary for the 2023-24 school year was 93.9%. Root Cause: Parker does not effectively communicate the importance of and the state laws surrounding attendance in Texas, and staff members often fail to monitor student attendance and take proactive action. There is no written, structured, and tiered attendance system in place to address attendance concerns as they occur.
Perceptions
Problem Statement 4: Families feel that they are not given ample opportunities to provide meaningful input on important decisions at Parker. Root Cause: There is not diverse representation of all stakeholders in CEIC and PTA, and there are not frequent opportunities in which parent and community feedback is solicited. Systems used to solicit community feedback are ineffective.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus principal will publish at least one monthly event, specifically focused on the economically disadvantaged population, on social media in which parent and community involvement is welcomed.</p> <p>Strategy's Expected Result/Impact: All stakeholder groups, especially the economically disadvantaged, will feel welcome and valued within the Parker Elementary family.</p> <p>Staff Responsible for Monitoring: Principal and family outreach liaison</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p> <p>Funding Sources: STEAM night & attendance incentives - 211 Title 1 - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly family newsletters will include celebrations about successes that took place on campus the week before.</p> <p>Strategy's Expected Result/Impact: Positive communication to all stakeholders will increase.</p> <p>Staff Responsible for Monitoring: Principal, AP and family-outreach liaison, counselor</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be expected to make positive contact with parents at least once per week. Strategy's Expected Result/Impact: Parent perceptions and communication will improve. Staff Responsible for Monitoring: Principal, AP Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are underperforming according to EOY NWEA MAP data. This subpopulation currently averages in the 42nd percentile for reading and the 46th percentile for math. Root Cause: Parker PLC teams are not effective analyzing subgroup data and determining, implementing, and monitoring targeted interventions for economically disadvantaged students who are not showing sufficient achievement on MAP assessments.
Perceptions
Problem Statement 4: Families feel that they are not given ample opportunities to provide meaningful input on important decisions at Parker. Root Cause: There is not diverse representation of all stakeholders in CEIC and PTA, and there are not frequent opportunities in which parent and community feedback is solicited. Systems used to solicit community feedback are ineffective.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	PT Interventionist salary		\$22,000.00
1	2	7	Instructional supplies		\$1,361.83
1	3	4	Lead4ward Leading Intentional Intervention PD		\$4,500.00
1	4	5	Typing.com subscription		\$1,050.00
3	1	2	Poster maker		\$3,715.05
3	1	3	funding to pay staff for additional hours		\$2,000.00
5	1	4	Generation Genius		\$1,295.00
5	3	1	PBIS Rewards platform		\$2,857.50
5	3	1	PBIS supplies		\$2,000.00
6	2	1	Leadership team stipends		\$20,000.00
7	2	1	STEAM night & attendance incentives		\$900.00
Sub-Total					\$61,679.38
Budgeted Fund Source Amount					\$60,498.00
+/- Difference					-\$1,181.38
Grand Total Budgeted					\$60,498.00
Grand Total Spent					\$61,679.38
+/- Difference					-\$1,181.38