

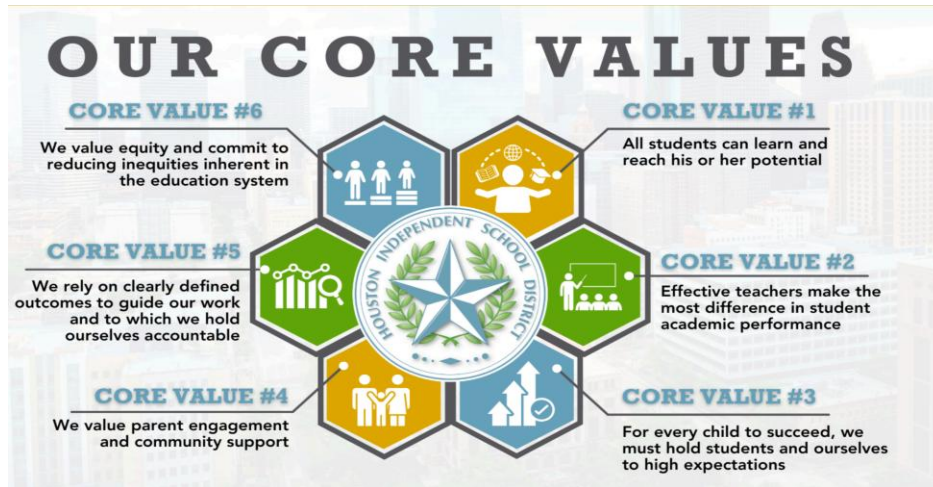


ACTION PLAN

2025-2026

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PRINCIPAL
REVISED APRIL 2025

Parker Elementary Music Magnet – Needs Assessment



Parker Elementary has regained its “A” rating, reaffirming the school’s strong legacy of academic excellence. The challenge ahead is not simply reaching this benchmark again, but sustaining and strengthening it through the harder work of consistency and rigor. Recent data from STAAR, NWEA MAP, TELPAS, SPED growth, and observational evidence highlights both areas of celebration and areas requiring sharper focus. The findings point to persistent gaps in rigor, differentiation, and alignment across content areas that must be addressed to ensure all students — including Emergent Bilinguals, SPED, and Gifted/Talented — continue to make accelerated growth. This assessment outlines key instructional, engagement, and leadership priorities that will be critical for maintaining excellence and driving long-term improvement.

Needs Related to Student Achievement

Parker ES STAAR Data (2023, 2024, 2025)			
Year & Subject	Approaches	Meets	Masters
2023 Mathematics	85%	60%	32%
2024 Mathematics	86%	60%	32%
2025 Mathematics	83%	62%	38%
2023 Reading	88%	66%	36%
2024 Reading	86%	65%	35%
2025 Reading	86%	65%	39%
2023 Science	81%	53%	26%
2024 Science	69%	39%	21%
2025 Science	78%	43%	23%

Parker ES Accountability Rating (2023, 2024, 2025)

Year	Student Achievement	School Progress	Closing the Gaps	Overall Score
2023	90%	85%	88%	89%
2024	88%	87%	92%	89%
2025	90%	89%	92%	91%

Key Findings:

- Mathematics:** Performance at the Approaches and Meets levels has remained relatively stable compared to prior years (83% Approaches, 62% Meets). However, Masters-level performance has improved to 38% from 32% in 2023 and 2024, showing growth in pushing more students toward higher rigor.
- Reading:** Reading has shown a steady multi-year decline across Approaches, Meets, and Masters. In 2025, scores stabilized (86% Approaches, 65% Meets, 39% Masters), preventing further decline, but overall outcomes remain weaker than in previous years and are now trailing Mathematics. This trend points to issues of low rigor in curriculum and instruction that have limited student growth, especially at higher levels of performance.
- Science:** Although Science outcomes improved compared to 2024 (43% Meets vs. 39%, 23% Masters vs. 21%), performance remains a significant area of need. Both Meets and Masters levels lag well behind Reading and Mathematics, signaling that Science instruction continues to require targeted support.
- Accountability Ratings:** Parker ES improved its overall rating from 89% in 2023 and 2024 to 91% in 2025. Gains in Student Achievement (90%) and School Progress (89%) contributed to the increase, reflecting steady improvement across key accountability measures.

2024-2025 NWEA Data	Achievement			Growth
	BOY Achievement	MOY Achievement	EOY Achievement	BOY to EOY Growth
Kinder Math	68th	64th	63rd	46th
1 st Grade Math	68th	66th	74th	65th
2 nd Grade Math	64th	71st	72nd	57th
3 rd Grade Math	75th	74th	78th	59th
4 th Grade Math	72nd	73rd	69th	50th
5 th Grade Math	75th	79th	79th	55th
2 nd Grade Reading	62nd	80th	81st	78th
3 rd Grade Reading	74th	74th	78th	63rd
4 th Grade Reading	71st	71st	73rd	58th
5 th Grade Reading	73rd	79th	79th	75th
2 nd Grade Science	71st	83rd	86th	80th
3 rd Grade Science	74th	79th	78th	57th
4 th Grade Science	72nd	74th	77th	51st
5 th Grade Science	74th	86th	88 th	84 th

Key Findings:

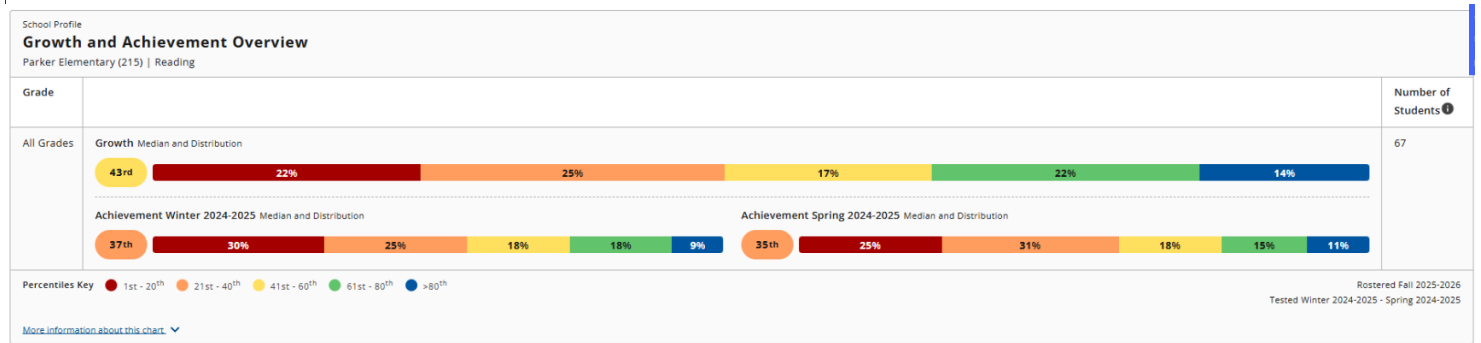
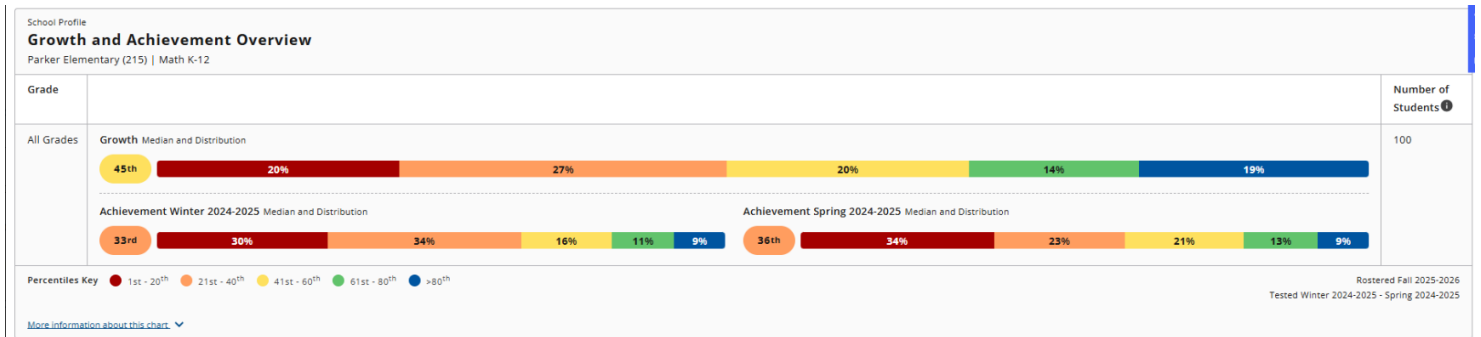
- Mathematics:** Achievement levels across grades generally ranged from the mid-60th to upper-70th percentiles, showing relative strength compared to national norms. However, BOY-to-EOY growth was modest, with most grade levels falling between the 50th–65th percentiles. This indicates students are performing above average but are not making *accelerated growth*, suggesting a need for stronger *differentiation and rigor* to push high-performing students further.
- Reading:** Results reflect uneven performance across grades. While some grade levels, such as 2nd grade (81st EOY), demonstrated significant achievement gains, growth was inconsistent. BOY-to-EOY growth percentiles varied from 58th to 75th, highlighting that while achievement is strong in places, growth momentum is not consistent across the grade levels. This pattern mirrors STAAR findings, where rigor and sustained progress remain concerns.

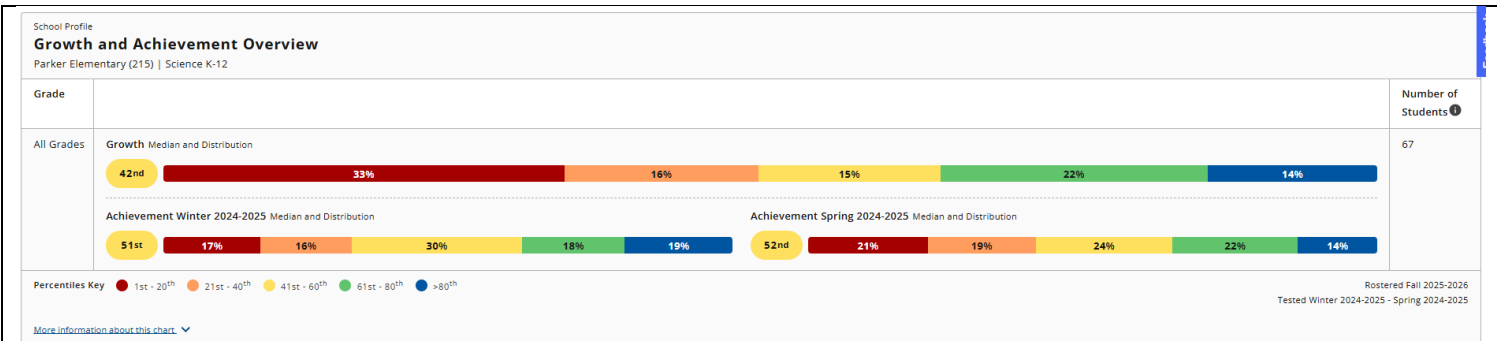
- **Science:** Science outcomes stand out as the strongest area in both achievement and growth. By EOY, all tested grades scored at or above the 77th percentile, with 5th grade reaching the 88th percentile. Growth percentiles were particularly notable in 2nd (80th) and 5th (84th) grades, signaling strong instructional practices in science that can serve as a model for other content areas.
- **Overall Trends:** Parker ES students continue to achieve at levels well above the national average. However, the greatest need lies in *ensuring consistent growth across all subjects, particularly Math and Reading*, where achievement is solid but growth trajectories are lagging. The data suggests that higher rigor, intentional use of formative assessments, and targeted small-group instruction are necessary to accelerate growth for all learners.

Parker ES TELPAS Data (2023, 2024, & 2025)				
TELPAS Year	Beginner	Intermediate	Advanced	Advanced High
2023 TELPAS	21%	29%	39%	11%
2024 TELPAS	22%	38%	30%	10%
2025 TELPAS	14%	40%	32%	15%

Key Findings:

- **Reduction in Beginners:** The percentage of students at the Beginner level decreased from 22% in 2024 to 14% in 2025, showing progress in moving students beyond initial language acquisition.
- **Growth in Intermediate:** The Intermediate category has steadily increased, rising from 29% in 2023 to 40% in 2025. While this reflects movement from Beginner, it also indicates that many students are stalling in the middle proficiency band rather than progressing to higher levels.
- **Decline in Advanced:** The percentage of Advanced students fell from 39% in 2023 to 32% in 2025, suggesting that fewer students are transitioning beyond Intermediate.
- **Increase in Advanced High:** Students reaching Advanced High grew from 10% in 2024 to 15% in 2025, a positive sign that some learners are achieving higher levels of English proficiency.
- **Overall Trend:** While fewer students remain at Beginner, the data reveals a *bottleneck at the Intermediate level*, with too few progressing into Advanced. This signals a need for stronger integration of language development within Tier I instruction and more targeted supports to accelerate Emergent Bilingual students toward Advanced and Advanced High proficiency.





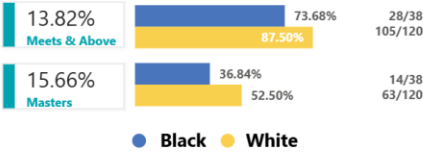
SPED NWEA Growth (2024-2025):

- SPED students show below-average growth percentiles in Reading (43rd), Math (45th), and Science (42nd), with achievement levels in Reading (35th) and Math (36th) well below national norms.
- A large percentage of SPED students (20–33%) remain in the bottom quartile, with limited movement into higher achievement bands.
- Too few SPED students are making accelerated growth, limiting the campus’s ability to close gaps in proficiency and mastery.



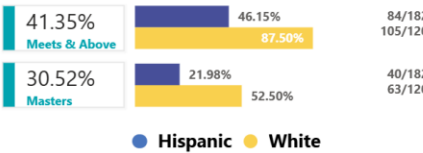
2022-2023

White vs African American Gap



● Black ● White

White vs Hispanic Gap



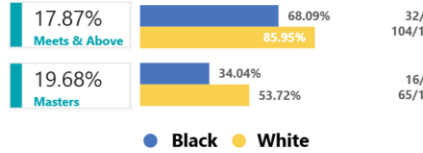
● Hispanic ● White

Subject **Math** **RLA** Science

Grade **3** **4** **5**

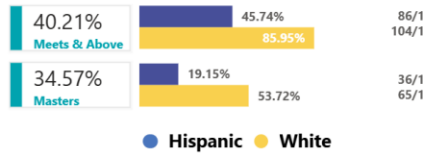
2023-2024

White vs African American Gap



● Black ● White

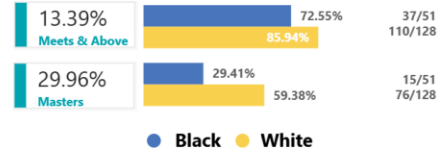
White vs Hispanic Gap



● Hispanic ● White

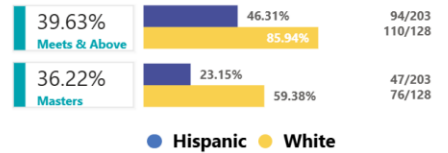
2024-2025

White vs African American Gap



● Black ● White

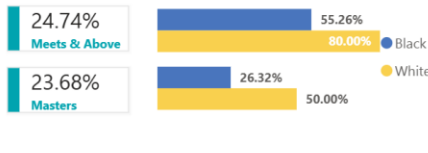
White vs Hispanic Gap



● Hispanic ● White

2022-2023

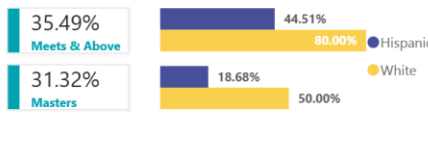
White vs African American Gap



● Black

● White

White vs Hispanic Gap



● Hispanic

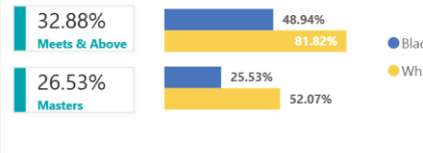
● White

Subject **Math** **RLA** Science

Grade **3** **4** **5**

2023-2024

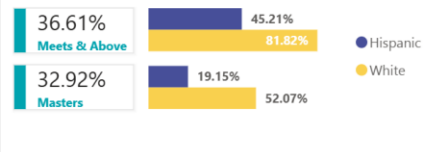
White vs African American Gap



● Black

● White

White vs Hispanic Gap

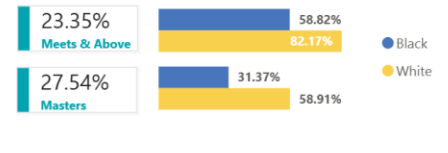


● Hispanic

● White

2024-2025

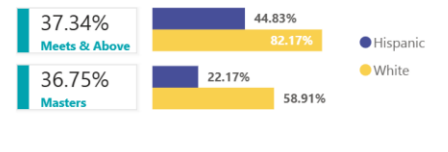
White vs African American Gap



● Black

● White

White vs Hispanic Gap



● Hispanic

● White

Achievement Gap Growth (2023-2024):

- **Achievement gaps remain significant** between White students and African American/Hispanic students in both RLA and Math, with Hispanic-White gaps the largest and most persistent.
- **Growth at Meets is not translating to Masters**, particularly for African American and Hispanic students, indicating a need for higher-rigor instruction and enrichment.
- **Math gaps are wider than RLA**, showing an urgent need for stronger Tier I math instruction and targeted interventions to accelerate student progress.

Parker ES IRT Observation

Year	IRT 1	IRT 2	IRT 3	IRT 4	IRT Average	LEAD Average**	Campus Average
2023 - 2024	8.3	8	7.88	8.13	8.08	8.21	12.3
2024 - 2025	8.75	10.13	10.88	11.94	10.43	11.41	11.50

Key Findings:

- **Alignment with District LEAD:** The IRT average increased from 8.08 in 2023–2024 to 10.43 in 2024–2025, closing the gap with the district LEAD average (11.41). This demonstrates stronger alignment to district standards for high-quality instruction and more accurate reflection of instructional practices on campus.
- **Increased HQI Across Campus:** The campus average decreased from 12.3 to 11.5 in alignment with the recalibration, showing that while scoring lowered, overall classroom instruction has improved. This indicates not only greater calibration but also growth in the level of rigor and consistency of instruction across grade levels.
- **Overall Trend:** The significant progress from 2023–2024 to 2024–2025 highlights two achievements: (1) improved inter-rater reliability among IRTs and administrators, and (2) measurable gains in high-quality instruction. This creates a more accurate and reliable baseline to drive instructional coaching and professional learning going forward.

Parker ES Teacher Proficiency Rating

Year	Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
2023-2024	0%	9%		20.58%		70.94%	0%
2024-2025	0%	2%	15%	40%	21%	21%	0%

Identified Problems of Practice (2025–2026)

Based on data and observations, several critical issues must be addressed to sustain and build on Parker’s “A” rating:

1. **Lesson Internalization & Rigor:** While HQIM is in place, teachers are not consistently internalizing lessons at the level of rigor required. This results in stabilized but stagnant Reading outcomes and modest Math growth, showing a need for sharper alignment to exemplars, questioning, and higher-order tasks.
2. **Differentiation & Acceleration:** Achievement remains above national averages, but growth is inconsistent, particularly for EB, SPED, and GT students. Teachers require stronger capacity to differentiate within HQIM — scaffolding for struggling learners while accelerating high achievers.
3. **Language Development for EB Students:** TELPAS data shows too many EB students stalling at Intermediate proficiency. Integration of language routines into Tier I instruction is inconsistent, limiting progress into Advanced/Advanced High.
4. **Consistency in Instructional Leadership:** While calibration has improved between IRT and campus leaders, instructional leadership must remain tightly focused. Leaders need to prioritize time in classrooms and ensure feedback cycles translate into sustained teacher growth across all domains.
5. **Closing Achievement Gaps:** Despite overall success, significant disparities remain in Reading and Math between White and African American/Hispanic students. These gaps persist at both Meets and Masters levels, requiring targeted intervention and enrichment systems.

Action Plan Summary (2025–2026)

To maintain Parker’s “A” rating and accelerate growth for all learners, the campus will prioritize the following:

1. Strengthen Lesson Internalization & HQI

- Implement structured PLC protocols centered on internalizing HQIM lessons, scripting exemplar responses, and planning engagement strategies tied to the DOL.
- Use spot-aligned coaching (Stamp Key Points, Use Student Answers, Use Exemplars) to drive rigor and consistency.

2. Differentiate to Accelerate Growth

- Establish a campus-wide framework for scaffolding EB and SPED students without lowering rigor, while embedding enrichment opportunities for GT students.
- Use data from NWEA, DOLs, and DSAs to adjust instruction in real time and accelerate both ends of the achievement spectrum.

3. Integrate Language Development

- Embed structured listening, speaking, reading, and writing routines (such as QSSSA) into Tier I lessons across all subjects.
- Provide ongoing PD in sheltered instruction strategies and academic vocabulary development to move EB students beyond

Intermediate proficiency.

4. Deepen Instructional Leadership Calibration

- Ensure Instructional Leadership Team spend the majority of their time in classrooms, using spot evidence and student work as the basis for coaching.
- Continue weekly calibration sessions to align campus feedback with district LEAD standards, ensuring reliability and rigor in instructional expectations.

5. Target Achievement Gaps

- Monitor progress toward closing Reading and Math gaps between White and African American/Hispanic students, embedding targeted small-group supports during EXTEND/ENCORE.
- Use disaggregated data in PLCs to ensure intentional planning and intervention for historically underserved groups.

Parker Elementary has reached the milestone of regaining its “A” rating. The next phase of work requires discipline, rigor, and a relentless focus on growth for every student. By tightening lesson internalization specifically around rigor, embedding differentiation and language supports, maintaining calibrated instructional leadership, and strategically addressing achievement gaps, Parker will sustain excellence and continue to build on its legacy as a premier Music Magnet and high-performing elementary school.

Key Action One

Improve Staff Capacity to Provide High-Quality Instruction

Indicators of Success

- By October 2025, 85% of teachers will earn an average score of at least 1 point across Stamp Key Points and Use Student Answers and Questions on summative Spot observations. By May 2026, 80% of teachers will earn at least one monthly Instruction domain average of 6 points or higher across their summative Spot observations.
- By December 2025, 90% of teachers will earn an average score of at least 0.50 on Use Exemplars on summative Spot observations. By May 2026, 80% of teachers will earn an average score of 1 (“Mostly Effective”) across Teach to the DOL and Use Exemplars on summative Spot observations.
- By June 2026, the achievement gap in Reading and Math between Hispanic and White students will decrease by at least 10 percentage points (with a target of 49%), as measured by TEA Domain 3.

Specific Actions - School Leaders

- Train teachers on the “Sweet 16” and Spot-aligned practices (Stamp Key Points, Use Student Answers and Questions, Use Exemplars, Teach to the DOL) during August PD and reinforce throughout the year in Campus PD and PLCs.
- Monitor student data (DOLs, authentic student work, writing samples, digital resources) to ensure alignment with HQIM and planned exemplars.
- Provide on-the-spot coaching with feedback directly tied to Instruction domain indicators (pacing, stamping, engagement, monitoring/adjusting).
- Calibrate weekly as an instructional leadership team using Spot evidence to ensure coaching and feedback are aligned to the Spot form’s language and scoring.
- Facilitate effective planning systems during weekly PLCs with emphasis on lesson internalization, creation and use of exemplars, scripting high-level questions, and planning engagement opportunities tied to the DOL.
- Revise and monitor master and pullout schedules to protect Tier 1 instruction and ensure teachers have time to internalize lessons.
- Track teacher Spot averages monthly and provide targeted coaching cycles for teachers below the 0.75 fall benchmark or at risk of not meeting the spring 6+ Instruction average.

Specific Actions - Staff

- Adhere to the master schedule and instructional model to ensure protected blocks for HQIM-aligned small group, intervention, and enrichment instruction.
- Actively engage in PLCs that focus on lesson internalization, use of exemplars, DOL planning, and intentional engagement strategies.
- Incorporate Stamp Key Points and Use Student Answers and Questions strategies in daily instruction to reinforce key learning and address misconceptions.
- Demonstrate planned exemplars during instruction so students clearly understand what success looks like.
- Implement engagement strategies (listening, speaking, writing) and annotation routines aligned to the lesson objective.
- Respond to coaching feedback by practicing specific Spot-aligned moves (stamping, scaffolds, pacing, monitoring & adjusting) during planning and delivery.
- Participate in quarterly peer observations focused on identifying and applying Spot-aligned instructional practices.
- Use sheltered instruction techniques, anchor charts, and visuals to scaffold learning, ensuring accessibility for all students.
- Collaborate in data review meetings (formative, BOY, MOY, EOY) to identify instructional adjustments that close achievement gaps for Black and Hispanic students.

Key Action One: Improve Staff Capacity to Provide High-Quality Instruction
Staff Development Plan

Key Action One	Who: All Teachers, Teaching Assistants, Instructional Leadership Team (ILT), and Campus Support Staff
	What: High-Quality Instructional Development and Collaborative Professional Learning designed to strengthen teacher capacity in lesson internalization, engagement strategies, and data-driven instruction. <ul style="list-style-type: none"> • Pre-Service (Aug 1–1, 2025): 100% of staff will attend 8 hours of HQI training, differentiated by content and grade band. Focus: lesson internalization, HQIM alignment (Amplify, Eureka, SAVVAS), and engagement strategies. • Campus PD Days: (Sept 2, Oct 2, Nov 7, Jan 5, Feb 13,) – 90–120 minutes of targeted HQI sessions led by content admins/teacher leaders. Focus: vertical alignment, exemplar planning, and data-driven strategies for EB, SPED, and GT students. • Weekly PLCs: Every Wednesday during planning, alternating focus on: <ul style="list-style-type: none"> ○ Lesson internalization/execution ○ Data-driven instruction ○ Engagement & rigor strategies
	When: <ul style="list-style-type: none"> • Pre-Service: August 1–11, 2025 • Campus/Division PD Days: September 2, 2025; October 2, 2025; November 7, 2025; January 5, 2026; February 13, 2026 • PLCs: Every Tuesday during teacher planning periods throughout the 2025–2026 school year
	Where: Parker Elementary Music Magnet

Key Action One: Improve staff capacity to provide high quality instruction

Budget Plan

Proposed Item	Description	Amount
Staff Development	Campus Based	\$0
Materials / Resources	Really Great Reading	\$16,000
	Story Works	\$8,000
	IXL	\$14,450
Purchase Services	Amira	\$17,000
Other		
TOTAL COST		\$52,000
Funding Sources: Campus Based Funds & PTO		

Key Action Two*

Key Action Two	Improve the Quality of Instruction to Accelerate Growth for EB and GT Students
	Indicators of Success <ul style="list-style-type: none">• By the MOY NWEA assessment, at least 50% of EB students will be on track to meet or exceed their individual projected growth targets in Reading and Math, and by the EOY assessment at least 65% will do so, with progress also reflected in narrowing the achievement gap between Hispanic and White students in both subjects.• By November 2025, at least 70% of GT students will demonstrate progress in self-directed learning, research, or creative problem solving, as evidenced by student products and campus rubrics. By EOY May 2026, at least 85% of GT students will produce advanced products or performances that reflect creativity, critical thinking, and communication, in alignment with the state G/T expectations.
	Specific Actions - School Leaders <ul style="list-style-type: none">• Provide PD and coaching on scaffolding HQIM tasks for EB students and designing enrichment tasks for GT students that promote self-directed learning, critical thinking, and creativity.• Monitor planning and PLCs to ensure teachers are internalizing HQIM, embedding language supports (for EB), and planning enrichment opportunities (for GT).• Observe EXTEND (2nd teach) and ENCORE instruction regularly, providing targeted feedback on alignment to NWEA growth goals (EB) and state GT expectations (GT).• Calibrate as an instructional leadership team using Spot evidence, student work samples, and rubrics to ensure coaching is aligned to EB growth and GT enrichment expectations.• Track student progress using Amira/mClass (K–2), DOL/DSA data (3–5), and NWEA to identify EB and GT students who need additional support or advanced opportunities.
Specific Actions - Staff <ul style="list-style-type: none">• Use HQIM to plan daily lessons and small groups that include:<ul style="list-style-type: none">○ Scaffolds and language supports for EB students (sentence stems, visuals, vocabulary routines).○ Enrichment and advanced tasks for GT students that require research, problem solving, and creativity.• Deliver targeted small-group instruction in EXTEND and ENCORE that addresses both intervention (EB) and enrichment (GT) goals.• Use Amira/mClass (K–2), DOLs/DSAs (3–5), and NWEA checkpoints to monitor progress and adjust instruction in real time.• Submit student work products and performance tasks for GT students that demonstrate progress toward state GT goals (self-directed learning, innovative products, advanced performance).• Engage in PLCs to internalize HQIM lessons, analyze student data, and co-plan strategies that accelerate EB growth and advance GT students beyond grade-level expectations.	

Key Action Two: Improve the Quality of Instruction to Accelerate Growth for EB and GT Students

Staff Development Plan

Key Action Two	Who: Teachers, Teaching Assistants, ILT
	What: <ul style="list-style-type: none"> • Pre-Service Training (Aug 2025): 100% of staff attend targeted HQI sessions on scaffolding for EB students and designing enrichment opportunities for GT students. • EB Focus: Training on sheltered instruction strategies, academic vocabulary development, and structured supports using district EB resources. • GT Focus: Professional learning with <i>PBLWorks</i> and district enrichment resources to design project-based learning units and advanced products/performances aligned to GT standards. • Campus PD Days (Sept–Feb): 90–120 minutes of differentiated EB/GT instructional strategy sessions led by content administrators and teacher leaders. • Weekly PLCs: Alternating focus between (1) scaffolds for EB students, (2) planning for GT enrichment through PBL and inquiry, and (3) analyzing growth data to monitor acceleration.
	When: <ul style="list-style-type: none"> • Pre-Service (Aug 1–9, 2024) • Campus PD Days (Sept 2, Oct 2, Nov 7, Jan 5, Feb 13) • Weekly PLCs (every Tuesday)
	Where: Parker Elementary Music Magnet

Key Action Two: Improve the Quality of Instruction to Accelerate Growth for EB and GT Students

Budget Plan

Proposed Item	Description	Amount
Staff Development	Campus Based	\$0
Materials / Resources	PBL Works	\$5000
Purchase Services	Amira	\$17,000
Other		
TOTAL COST		\$5000
Funding Sources: Campus Based Funds and PTO		

Key Action Three	
Key Action Three	Improve the Quality of Instruction for and Targeted Supports to Increase Academic Growth for SPED Students.
	<p>Indicators of Success</p> <ul style="list-style-type: none"> • By November 2025, at least 50% of SPED students in grades 2–5 will be on track to meet their projected growth targets on NWEA Reading and Math. By May 2026, at least 65% of SPED students will meet or exceed their projected growth targets. • By November 2025, at least 70% of SPED students will demonstrate progress toward mastery of IEP-aligned skills as evidenced by DOLs, DSAs, and progress monitoring data. By May 2026, at least 85% will demonstrate mastery or significant progress in their IEP goals.
	<p>Specific Actions - School Leaders</p> <ul style="list-style-type: none"> • Provide PD and coaching on adapting HQIM for SPED students without lowering rigor, including scaffolded exemplars, visuals, and sentence stems. • Monitor pull-out and push-in schedules to ensure services are delivered with minimal disruption to Tier 1 instruction. • Observe SPED and inclusion classrooms regularly, giving feedback on alignment to IEP goals, DOLs, and DSAs. • Calibrate as an instructional leadership team on progress monitoring evidence (Amira, mClass, DOLs, DSAs, NWEA) to ensure growth trends are caught early. • Create and track a SPED data dashboard to monitor IEP goal mastery and NWEA growth by grade and content, adjusting supports as needed. • Maintain strong compliance systems (ARD timelines, documentation, service logs) while prioritizing coaching around student outcomes.
	<p>Specific Actions – Staff</p> <ul style="list-style-type: none"> • General Education and SPED teachers will collaboratively plan during PLCs to align HQIM lessons to grade-level TEKS while embedding accommodations, scaffolds, and IEP goals. • General Education teachers will implement classroom accommodations with fidelity (e.g., extra time, manipulatives, sentence stems, visual supports) to ensure SPED students access grade-level content. • SPED teachers will provide targeted small-group and individual instruction during EXTEND/ENCORE and designated service times that reinforce IEP goals while connecting back to core content. • All teachers will use progress monitoring data (Amira/mClass for K–2, DOLs/DSAs for 3–5, and NWEA checkpoints) to track SPED student growth and adjust instruction in real time. • All teachers will collect and submit evidence of IEP progress (student work samples, rubric scores, assessment data) as part of instructional planning and progress monitoring cycles. • General Education and SPED teachers will communicate regularly about student performance, ensuring adjustments are made quickly when students are not on track to meet growth targets..

**Key Action Three: Improve the Quality of Instruction for and Targeted Supports
to Increase Academic Growth for SPED Students.**

Staff Development Plan

Key Action Three	Who: General Education Teachers, SPED Teachers, Teaching Assistants, ILT
	What: <ul style="list-style-type: none"> • Pre-Service (Aug 2025): 100% of staff attend training on SPED instructional best practices, including inclusion models, accommodations vs. modifications, and co-teaching structures. • Targeted Strategies: Ongoing PD on evidence-based practices (differentiation, small group intervention, progress monitoring, use of IEP goals in daily planning). • Campus PD Days (Sept–Feb): 90–120 minutes focused on aligning core instruction to IEP supports, integrating HQIM for diverse learners, and collaborating effectively between SPED and general education teachers. • Weekly PLCs: Dedicated cycles alternating between: <ul style="list-style-type: none"> • Lesson planning with accommodations and modifications embedded. • Review of student progress toward IEP goals with data from NWEA, DIBELS, and classroom assessments. • Sharing and modeling of targeted engagement/intervention strategies.
	When: <ul style="list-style-type: none"> • Pre-Service (Aug 1–11, 2025) • Campus PD Days (Sept 2, Oct 2, Nov 7, Jan 5, Feb 13) • Weekly PLCs (every Tuesday)
	Where: Parker Elementary Music Magnet

**Key Action Three: Improve the Quality of Instruction for and Targeted Supports
to Increase Academic Growth for SPED Students.**

Budget Plan

Proposed Item	Description	Amount
Staff Development		
Materials / Resources		
Purchase Services		
Other		
TOTAL COST		
Funding Sources: Campus Budget & PTO		

2025–2026 Student Achievement Goals

As a result of the planned actions, Parker Elementary students' academic proficiency and growth will continue to increase. Specifically, Parker Elementary establishes the following goals for the 2025–2026 school year:

Goal 1 – Reading & Math Proficiency (Domain 1: ELA/MTH)

- **Goal 1a:** At least **90% of students** in grades 3–5 will achieve **Approaches** or higher on STAAR Reading and Math.
- **Goal 1b:** At least **70% of students** in grades 3–5 will achieve **Meets** or higher on STAAR Reading and Math.
- **Goal 1c:** At least **40% of students** in grades 3–5 will achieve **Masters** on STAAR Reading and Math.

Goal 2 – Science Proficiency (Domain 1: SCI)

- **Goal 2a:** At least **85% of students** in grade 5 will achieve **Approaches** or higher on STAAR Science.
- **Goal 2b:** At least **55% of students** in grade 5 will achieve **Meets** or higher on STAAR Science.
- **Goal 2c:** At least **30% of students** in grade 5 will achieve **Masters** on STAAR Science.

Goal 3 – NWEA Growth Targets

- **Goal 3a:** At least **75% of students** will meet or exceed their individual Reading growth goals on the NWEA MAP assessment.
- **Goal 3b:** At least **70% of students** will meet or exceed their individual Math growth goals on the NWEA MAP assessment.
- **Goal 3c:** At least **75% of students overall** will meet or exceed their projected achievement growth goals on NWEA MAP.

Goal 4 – SPED Growth

- **Goal 4a:** At least **60% of SPED students** will meet or exceed their projected growth targets in Reading and Math on the NWEA MAP assessment.

Goal 5 – Closing Achievement Gaps (Domain 3)

- **Goal 5a:** By June 2026, the **Reading achievement gap** between White and African American students will decrease by **10 percentage points** as measured by STAAR Reading.
- **Goal 5b:** By June 2026, the **Math achievement gap** between White and Hispanic students will decrease by **12 percentage points** as measured by STAAR Math.

Goal 6 – Growth in Tier 2 and Tier 3 Students

- **Goal 6a:** At least **75% of Tier 2 and Tier 3 students** will meet or exceed individual growth goals in Reading on the NWEA MAP assessment.
- **Goal 6b:** At least **80% of Tier 2 and Tier 3 students** will meet or exceed individual growth goals in Math on the NWEA MAP assessment.

Goal 7 – Early Literacy (DIBELS & Lectura)

- **Goal 7a:** At least **65% of K–2 students** will show growth by end-of-year Reading benchmarks as measured by **DIBELS**.
- **Goal 7b:** At least **55% of K–2 students** in the bilingual program will show growth by end-of-year Reading benchmarks as measured by **Lectura**.