

Willis Independent School District



Parmley Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

Parmley Vision

We envision a school in which staff will:

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

Value Statement

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

Parmley PROUD

Productive

Resilient

Optimistic

Unified

Dedicated

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

We will...

- Hold each other accountable to the district SIG as a tool to ensure teacher and team growth.

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

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	6
Demographics	7
Student Achievement	9
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	15
Family and Community Engagement	17
School Organization	19
Technology	21
Priority Problem Statements	23
Data Documentation for CNA	26
Improvement Planning Data	27
Accountability Data	27
Student Data: Assessments	27
Student Data: Student Groups	28
Student Data: Behavior and Other Indicators	28
Employee Data	28
Parent/Community Data	29
Support Systems and Other Data	29
Goals	30
Goal 1 : Student Success We will foster student success by establishing safe learning en...	31
Goal 2 : Financial Stewardship We will ensure transparent communication on district fina...	72
Goal 3 : Development (Instructional Effectiveness) We will enhance instructional effectiv...	75
Goal 4 : Relationships We will build genuine relationships to create a safe environment w...	79
Goal 5 : Communication We will align communication to ensure messaging is intentional, ...	80



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Parmley Elementary completed the comprehensive needs assessment in two stages in the spring of 2025. First, the Steering Committee met on April 1, 2025, to gather, organize, and analyze a variety of campus data. Then, the Campus Improvement Plan Committee met on April 21, 2025, to review all eight of the traditional areas: Demographics, Student Achievement, School Culture and Climate, Staff Quality, Recruitment and Retention, Curriculum, Instruction and Assessment, Parent and Community Engagement, School Context and Organization, and Technology. After the review of all data sources and stakeholder input, the committee identified the following:

Strengths:

- Family engagement is strong, especially for school-wide events supported by incentives and translated communication.
- Staff feel supported by coaches and have access to peer observations and ongoing PD opportunities.
- Students view teachers as supportive, fair, and passionate.
- Teachers are certified for ESL and STAAR and use data to drive instruction and intervention.
- Math performance in 3rd grade shows positive outcomes compared to district and state averages.
- Technology tools are adaptive and support individualized learning.

Growth Areas:

- Increase student achievement in reading, especially for grades 3–5, with a focus on foundational skills, vocabulary, and fluency.
- Improve consistency in behavior expectations and reward systems across classrooms.
- Provide more structured academic and behavior-related opportunities for family involvement.
- Address low attendance and lack of communication around the importance of being present.
- Improve staff retention by ensuring teacher voice leads to visible actions, especially around behavior support and professional development.
- Strengthen access to high-quality instructional resources, especially in math and science.
- Clarify and streamline how teacher feedback is collected, addressed, and followed up on.

Stakeholders included the principal, assistant principal, teachers, special education staff, paraprofessionals, parents, and community members.

Data sources included STAAR performance data, MAP data, attendance and discipline reports, campus and district surveys, teacher certification information, technology integration feedback, demographic reports, report card data, and staff turnover rates.

Demographics

Summary

Our student body is composed of 47.7% female and 52.3% male students, reflecting a relatively balanced gender distribution. This demographic insight is essential as it allows us to tailor our educational programs and support services to meet the diverse needs of our students. Furthermore, with 72% of our students identified as economically disadvantaged, it is imperative that we recognize the challenges they may face outside of school. A significant portion of our students, 64.34%, benefit from free meals, while 7.77% receive reduced-priced meals. This data underscores the importance of providing equitable resources and support to ensure that all students have the opportunity to succeed academically.

Our current attendance data indicates that we have not yet achieved our goal of a 96% attendance rate across any grade level. Presently, our overall student attendance is approximately 93.3%, which represents a 1.1% improvement from the previous year. While this progress is commendable, it highlights the need for continued efforts to reach our target. A detailed analysis of the attendance rates reveals that the fourth grade has the lowest attendance at 88.76%, suggesting a need for targeted interventions in this grade. In contrast, the second grade has the highest attendance rate at 92.02%, which can serve as a model for other grades. It is also noteworthy that our gifted and talented students have achieved the highest attendance percentage at 95.3%, indicating that engagement and specialized programs may positively influence attendance.

Strengths

At Parmley Elementary, the relatively balanced gender distribution, with 47.7% of students identified as female and 52.3% as male, allows us to design and implement inclusive programs that cater to the diverse needs of our student body. This balance ensures that our educational strategies and extracurricular activities are equitable and accessible, fostering an environment where all students can thrive and feel represented.

We have also made commendable progress in improving student attendance, with a 1.1% increase from the previous year. Although we are still striving to reach our 96% attendance goal, this upward trend is a testament to our ongoing efforts to engage students and emphasize the importance of regular school attendance. This improvement reflects our commitment to creating a supportive and motivating school environment that encourages students to attend consistently.

Furthermore, our Gifted and Talented students boast the highest attendance rate at 95.3%, highlighting the effectiveness of our engaging and specialized programming. This suggests that when students are provided with challenging and stimulating educational experiences, they are more likely to attend school regularly and feel a strong connection to the school community. This success underscores the importance of continuing to develop and expand programs that meet the unique needs of all our learners.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p data-bbox="152 275 204 428">1 ★</p> <p data-bbox="272 268 813 327">Parmley has not reached the district attendance goal of 96%</p>	<p data-bbox="902 268 1463 359">A lack of consistent, targeted communication with families about the importance of daily attendance and how it impacts academic success.</p>

★ = Priority

Student Achievement

Summary

The committee's review of our current academic performance has highlighted several key areas of strength and opportunities for growth. In mathematics, we are pleased to observe positive results in certain grade levels, particularly in our efforts to reduce the percentage of students not meeting expectations. This indicates that our instructional strategies and interventions in math are beginning to yield the desired outcomes, and we must continue to build on these successes.

In the realm of early literacy, our instructional approaches are proving effective, as evidenced by the gains our younger students are making in foundational skills. This progress is crucial as it sets the stage for future academic success, and we are committed to maintaining and enhancing these instructional practices to support our students' continued development.

However, we have identified a significant concern in reading outcomes for our upper elementary grades, where less than half of the students are performing at approaches or above. The gaps in vocabulary, fluency, and word study instruction are hindering student growth in reading, and it is imperative that we implement targeted interventions to address these deficiencies. By doing so, we aim to improve reading proficiency and ensure that all students have the skills necessary to succeed academically.

Strengths

Our school has demonstrated notable strengths in student achievement, particularly in mathematics. In certain grade levels, our students are outperforming both state and district averages, which is a testament to the effectiveness of our instructional strategies and support systems. This achievement is particularly evident in the reduction of students not meeting expectations, highlighting the positive impact of our targeted interventions and teaching methodologies in math.

In the early grades, our students are making commendable progress in decoding and encoding, which are critical components of literacy. These foundational skills are crucial for long-term academic success and reflect the strength of our core instruction in the primary grades. The steady progress in these areas indicates that our educators are effectively equipping students with the necessary tools to build a strong literacy foundation.

Furthermore, our reading data reveals promising signs of success, with students advancing to Meets and Masters levels. This progression demonstrates that the foundational skills acquired in the early grades are effectively transferring to more advanced reading tasks. It underscores the quality of our reading programs and the dedication of our teachers in fostering a robust learning environment that supports student growth and achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1



A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

 = Priority

School Culture and Climate

Summary

In our recent review of the school culture and climate, we concentrated on several key areas, including student behavior, staff perceptions, and the effectiveness of our support systems. It is heartening to note that our teachers are held in high regard by our students, who perceive them as supportive, fair, and dedicated to their educational success. This positive relationship is a cornerstone of our school environment and is crucial for fostering a nurturing and effective learning atmosphere.

We have successfully integrated social-emotional learning (SEL) into our instructional practices, which is a significant achievement. However, it has come to our attention that behavioral disruptions are posing challenges to the learning process. These disruptions are hindering the full potential of our SEL initiatives and impacting the overall educational experience for our students.

A contributing factor to these behavioral issues is the inconsistent application of our behavior framework and recognition systems across different classrooms. This inconsistency is creating confusion and undermining the effectiveness of our behavior management strategies. Our staff has voiced a clear need for more uniformity and transparency in setting behavior expectations and in the implementation of reward systems. Addressing these concerns will be a priority as we strive to create a more cohesive and supportive environment for both students and staff.

Strengths

Our staff members are consistently recognized by students for their supportive and fair approach, which fosters an environment of trust and safety within our school community. This perception is crucial as it lays the groundwork for open communication and mutual respect, allowing students to feel secure and valued in their educational journey.

Our teachers exhibit a profound passion for their work, demonstrating a steadfast commitment to nurturing strong relationships with their students. This dedication is evident in their daily interactions and personalized attention, which not only enhances the learning experience but also encourages students to engage more deeply with their studies and personal development.

The implementation of social-emotional learning in our curriculum is both intentional and impactful, equipping students with essential tools to effectively manage their emotions and interactions. This approach not only addresses the emotional well-being of our students but also enhances their ability to navigate social situations, contributing to a harmonious school environment.

Collectively, these strengths create a positive climate throughout our school, setting a tone that is conducive to student growth in both social and academic realms. By prioritizing these elements, we ensure that our students are well-prepared to succeed in all aspects of their lives, both within and beyond the classroom.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement

Root Cause

1
★

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Upon reviewing our staff qualifications, support systems, and retention efforts, it is evident that our team is composed of highly qualified professionals. The majority of our staff members hold certifications in essential instructional areas, including English as a Second Language (ESL) and subjects tested by the State of Texas Assessments of Academic Readiness (STAAR). This ensures that our students receive instruction from educators who are well-versed in the necessary content and pedagogical strategies.

We are committed to fostering a culture of continuous professional growth, offering numerous opportunities for professional learning throughout the year. Our instructional coaches provide valuable support, aiding teachers in refining their instructional practices. Despite these efforts, we recognize the need for more consistent behavior management systems within classrooms. This consistency is crucial for creating a conducive learning environment and supporting teachers in maintaining classroom discipline.

Additionally, while we strive to provide constructive feedback to our teachers, there is room for improvement in the follow-through of this feedback to ensure it translates into actionable changes. Furthermore, our professional development offerings must evolve to become more flexible and relevant to the current educational landscape. By addressing these areas, we aim to enhance teacher satisfaction and retention, ultimately benefiting our students' learning experiences.

Strengths

At our campus, we take immense pride in the qualifications of our staff, with the majority holding appropriate certifications for both general education and specialized instruction. This ensures that our students receive a high-quality education from knowledgeable and skilled educators who are well-equipped to meet diverse learning needs. The presence of our three instructional coaches further enhances our teaching environment, providing teachers with the necessary support and resources to refine their instructional strategies. This support system fosters a culture where teachers feel comfortable seeking assistance, which is crucial for continuous improvement and professional growth.

We are committed to the professional development of our staff, offering multiple opportunities for growth through on-campus sessions and the chance to observe other classrooms. These initiatives not only promote collaboration among teachers but also encourage the sharing of best practices, ultimately benefiting our students. The improvement in staff retention is a testament to our efforts in creating a supportive work environment, with particular attention to areas such as behavior management, where follow-up has been strengthened to ensure consistency and effectiveness.

Our school values the input of our staff, providing them with various channels to offer feedback, such as surveys and email. This open line of communication is vital in fostering a culture of support and shared practice, where every member of our team feels heard and valued. By actively seeking and incorporating feedback, we continue to build a positive and collaborative school community that is dedicated to the success of both our students and staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement

Root Cause

1
★

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Our team conducted a thorough review of our instructional planning, curriculum materials, and assessment practices to ensure they meet our educational goals. We found that our instruction is well-aligned with established standards, and we are effectively using data to inform our decision-making processes and guide targeted interventions. This alignment ensures that our teaching strategies are both relevant and effective in meeting the diverse needs of our students.

In the upper grades, our district assessments have been found to reflect the appropriate level of rigor, preparing students for the challenges of higher education and beyond. However, we identified significant gaps in the availability of high-quality curriculum resources, particularly in the areas of math and science. This shortage highlights the need for us to invest in and develop more robust materials to support our educators and enhance student learning outcomes.

Furthermore, we recognize the necessity for greater consistency in Tier 1 instruction across all classrooms. This consistency is crucial for providing a solid foundation for all students and ensuring equitable learning opportunities. Additionally, our early elementary assessments require refinement to guarantee they are both aligned with our educational standards and free from bias. This will help us accurately measure student progress and tailor our instructional approaches to better support our youngest learners.

Strengths

Our teachers are committed to utilizing student data effectively to guide their instructional strategies. By analyzing this data, they are able to tailor their lesson plans to address the diverse needs of all learners, ensuring that each student receives the support necessary to succeed. This data-driven approach allows for a dynamic and responsive educational environment where instruction is continuously refined to optimize student outcomes.

Our curriculum is meticulously aligned with state standards, guaranteeing that students are consistently exposed to grade-level content. This alignment ensures that our students are not only meeting but exceeding the educational benchmarks set forth by the state, preparing them for future academic challenges.

In grades 2 through 5, we employ district assessments that are both appropriately rigorous and insightful. These assessments provide valuable data that informs our instructional practices and student support strategies. By leveraging this information, we can identify areas where students excel and where they may need additional assistance, allowing us to provide targeted interventions that bolster student achievement.

Collaboration among our teachers is a cornerstone of our educational approach. By working together to plan and analyze data, our educators are able to share insights and strategies that enhance the overall instructional focus. This collaborative effort fosters a cohesive learning environment where targeted interventions are effectively implemented, ensuring that all students have the opportunity to thrive academically.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1
★

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

★ = Priority

Family and Community Engagement

Summary

Our team conducted a thorough review of the ways in which families and the community are engaged with our school, particularly focusing on events, communication, and student support. We are pleased to note that one of our current strengths is the active participation of families in school events, which is complemented by our commitment to providing accessible communication in multiple languages. This ensures that all families, regardless of their linguistic background, can stay informed and involved in their children's education.

We have established strong foundational resources that facilitate this engagement, such as organizing family nights and offering numerous volunteer opportunities. Additionally, we provide translation support to further bridge any communication gaps. These initiatives have been instrumental in fostering a welcoming and inclusive school environment.

However, to further enhance our engagement efforts, the team has identified a need to increase family involvement in both academic and behavioral aspects of student life. We believe that by encouraging families to take a more active role in these areas, we can better support our students' overall development. Furthermore, there is a desire to create a mentorship program that leverages the expertise and support of community members. This program would not only benefit our students by providing them with additional guidance and role models but also strengthen the ties between the school and the community.

Strengths

Family engagement is a cornerstone of our school community, fostering a collaborative environment where parents and guardians actively participate in their children's education. Our events, such as STEM and Family Fitness Night, along with literacy and math family events, are consistently well-attended, demonstrating the strong bond between the school and its families. The presence of incentives like food further enhances participation, creating a welcoming atmosphere that encourages involvement. Additionally, the active participation in PTO activities highlights the commitment of our families to support and enhance the educational experience.

Our campus is dedicated to providing a comprehensive range of resources to support our students and their families. The Wildkat Resource Center serves as a hub for information and assistance, while CARE Solace offers mental health support, ensuring the well-being of our community. STRIDE and dyslexia services are integral in addressing diverse learning needs, ensuring that every student has the opportunity to succeed. These resources reflect our commitment to a holistic approach to education, catering to the academic and emotional needs of our students.

Effective communication is vital in maintaining strong family engagement, and we are proud to offer inclusive communication strategies. With translation support available in Spanish, we ensure that all families, regardless of language barriers, remain informed and connected to the school community. This inclusivity fosters a sense of belonging and ensures that every family can actively participate in their child's educational journey.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement

Root Cause

1
★

There is a need to increase family involvement in both academic and behavioral support to better impact student success.

Most parent and family engagement opportunities are centered around social and educational events rather than targeted academic support or behavior-focused communication

★ = Priority

School Organization

Summary

The committee reviewed how Parmley Elementary communicates with families and staff, how feedback is gathered and acted upon, and how teams are structured. Overall, the school is viewed positively by the community. Communication tools like newsletters, ClassDojo, and surveys are used consistently, and students and parents have seen their feedback reflected in decisions. However, while teachers are given multiple opportunities to provide input, they don't always feel heard—largely because there is little clarity around how that feedback is addressed. Additionally, the current meeting structure is split by content rather than grade level, which has made some teachers feel disconnected from their full team. There's a need for more open-ended survey opportunities and clearer follow-up about how feedback is used.

Strengths

Parmley Elementary has built a strong foundation of communication and community engagement. Weekly newsletters go out to both families and staff through text, email, and ClassDojo, keeping everyone informed and connected. Teachers use ClassDojo effectively to communicate with parents, and feedback from both students and families has been intentionally gathered and acted on throughout the year.

Students report seeing their suggestions reflected in campus changes, and parents have noted in surveys that the school is responsive to their concerns. There is also a clear master schedule posted for staff, ensuring that everyone knows when and where things are happening. These systems show that Parmley values transparency and works to keep lines of communication open across the board.

Problem Statements Identifying School Organization Needs

Problem Statement

Root Cause

1



Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

 = Priority

Technology

Summary

The technology committee has conducted a thorough review of the instructional technology currently in use at Parmley Elementary. It is evident that teachers are effectively utilizing digital platforms such as Google Classroom, Exact Path, and IXL to enhance and personalize the learning experience for students. These platforms are instrumental in providing tailored educational opportunities that cater to the diverse needs of our student body.

In many of our classrooms, particularly those in the lower grades (K–2), Promethean boards have been integrated as a key instructional tool. These interactive boards have proven to be especially effective in engaging young learners and supporting dynamic teaching methods. The presence of such technology in the classroom is a testament to our commitment to providing a modern and interactive learning environment.

Our teachers are continually supported through professional development workshops and incentives that encourage the growth and effective use of technology in their teaching practices. These opportunities are crucial in ensuring that our educators remain at the forefront of educational technology, allowing them to deliver high-quality instruction.

Despite these advancements, there are areas that require further attention. We recognize the need to expand access to Promethean boards across more classrooms to ensure all students benefit from this technology. Additionally, there is a pressing need to offer technology-focused professional development specifically tailored for new teachers, ensuring they are well-equipped to integrate technology into their teaching from the outset.

Furthermore, it is essential to clarify how technology can be seamlessly integrated with the district curriculum to maximize its impact on student learning. We also acknowledge the necessity for more high-quality instructional materials in math, which are vital for supporting our students' mathematical development. Lastly, improving digital access for our Special Education (SPED) programs is a priority, as it is crucial that all students have equitable access to the resources they need to succeed.

Strengths

Parmley Elementary has made significant strides in integrating technology to enhance instructional practices. Our teachers are adeptly utilizing digital platforms such as Google Classroom, IXL, and Exact Path to tailor learning experiences to meet the diverse needs of our students. These tools are not only adaptive but also facilitate differentiation, allowing educators to customize instruction based on individual student performance. For instance, Exact Path is instrumental in advancing higher-achieving students by providing them with more challenging content, while IXL enables teachers to assign targeted activities that address specific learning gaps, ensuring that all students receive the support they need to succeed.

The commitment to professional development has been pivotal in empowering our teachers to effectively incorporate technology into their teaching. Through ongoing workshops and incentive programs, our educators have enhanced their confidence and proficiency in using these digital tools. This continuous professional growth ensures that our teachers are well-equipped to leverage technology in ways that enrich the learning experience. Additionally, the use of Promethean boards, particularly in our K–2 classrooms, has significantly increased student engagement and made lessons more interactive. These boards are being utilized in purposeful ways, contributing to a dynamic and impactful learning environment that fosters student achievement.

Problem Statements Identifying Technology Needs

Problem Statement

Root Cause


1

Not all classrooms have access to Promethean boards, limiting consistent technology integration across grade levels.



Initial technology planning prioritized lower grades due to observed early benefits, without a comprehensive long-term plan for full-school implementation.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Parmley has not reached the district attendance goal of 96%

A lack of consistent, targeted communication with families about the importance of daily attendance and how it impacts academic success.

2
★

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

3
★

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

4
★

There is a need to increase family involvement in both academic and behavioral support to better impact student success.

Most parent and family engagement opportunities are centered around social and educational events rather than targeted academic support or behavior-focused communication

5
★

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

6
★

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

7



Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

8



Not all classrooms have access to Promethean boards, limiting consistent technology integration across grade levels.

Initial technology planning prioritized lower grades due to observed early benefits, without a comprehensive long-term plan for full-school implementation.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1

Parmley students will reach high academic standards in the areas of Math, Reading and Science, with at least 90% attaining approaches, 60% attaining meets and 30% attaining masters or better on state assessments in the 2025-2026 accountability year.

Evaluation Data Source: 2026 Reading, Math and Science STAAR

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

All teachers will track all EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 2 HB3 Goal

The percentage of Kindergarten students that score on track on the TX-KEA for Vocabulary and Listening Comprehension from Wave 1 (BOY) to Wave 3 (EOY) will increase yearly for each cohort by 10%.

Evaluation Data Source: BOY to EOY TX-KEA for Vocabulary and Listening Comprehension

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

Moderate Progress

October

January

March

May

Strategy 4

All teachers will track class progress on sight words, letters and sounds, numbers, etc. and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

October

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 2 Problem Statements Identifying School Organization

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 3  **HB3 Goal**

The percentage of Kindergarten students that score average or above from the BOY to the EOY on the TEMI assessment will increase yearly for each cohort by 5%.

Evaluation Data Source: BOY to the EOY on the TEMI assessment

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

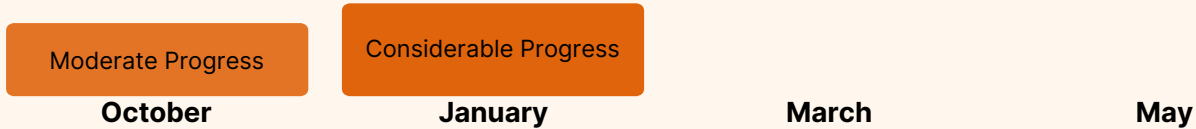
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

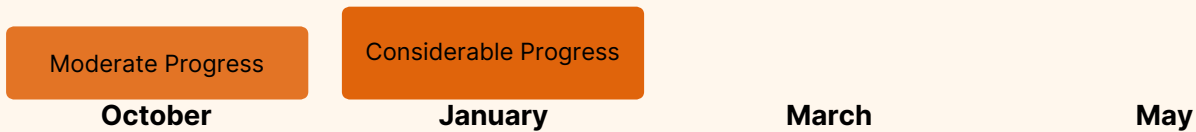
Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews



Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and

Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 3 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 4 HB3 Goal

The percentage of 1st grade and 2nd grade students who meet NWEA Map Growth measure in Reading and Math will increase by 15% by May 2025.

Evaluation Data Source: End of the year MAP projected proficiency

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 4 Problem Statements Identifying School Organization

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 5  **HB3 Goal**

The percentage of 3rd grade student that score meets grade level expectations or above on the Reading STAAR will increase from 61% to 84% by August of 2030.

Evaluation Data Source: 2026 Reading, Math and Science STAAR Test

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Moderate Progress

October

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and

Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 5 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 6 HB3 Goal

The percentage of 3rd grade student that score meets grade level expectations or above on the Math STAAR will increase from 64% to 85% by August of 2030.

Evaluation Data Source: 2026 Math STAAR Test

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 6 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 6 Problem Statements Identifying School Organization

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 7

Students who receive services through special education will increase their STAAR performance in reading, math and science by 5% by May 2026 STAAR.

Evaluation Data Source: 2026 Reading, Math and Science STAAR Test

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 7 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 7 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 7 Problem Statements Identifying Staff Quality, Recruitment, and

Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 7 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 7 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 8

Students who meet the criteria as an Emergent Bilingual student will increase the percentage of meeting grade level expectations in Reading, Math, and Science STAAR by at least 10% by May 2026.

Evaluation Data Source: 2026 Reading, Math and Science STAAR Test

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

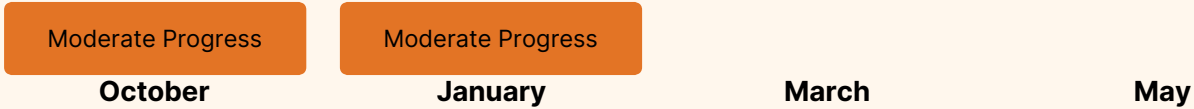
Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews



Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 8 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 8 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 8 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 8 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 8 Problem Statements Identifying School Organization

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 9

80% of students who meet the criteria as an Emergent Bilingual student will meet or exceed their projected growth on End of the Year MAP assessment.

Evaluation Data Source: End of the year MAP assessment

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

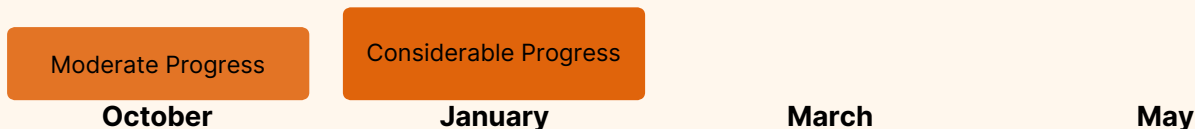
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

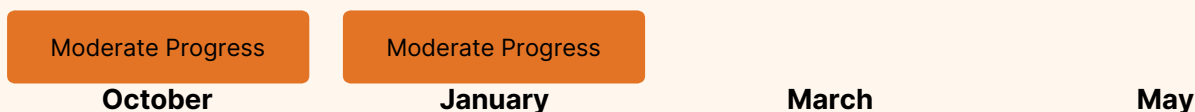
Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews



Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 9 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 9 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 9 Problem Statements Identifying Staff Quality, Recruitment, and

Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 9 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 9 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 10

Students who meet the criteria as an Emergent Bilingual student will grow by 10% as measured by the 2026 TELPAS assessment.

Evaluation Data Source: 2026 TELPAS

Strategy 1

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Parmley will provide monthly professional development that gives teachers the option of choosing where they want to go based on their specific needs. "PD Your Way" will be a monthly offering featuring five different professional development options for teachers to choose from. Teachers will also have the opportunity to facilitate some of these sessions each month.

Strategy's Expected Result/Impact: Improve teacher capacity

Staff Responsible for Monitoring: Administration and Instructional Coaches

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I:

Formative Reviews

Moderate Progress

Moderate Progress

October

January

March

May

Strategy 4

All teachers will track all MOU and EOU assessments and post in their room. They will set goals as a class for each assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

October

January

March

May

Strategy 5

All students will set and track their growth for BOY, MOY, and EOY MAP assessments with their teachers prior to that assessment.

Strategy's Expected Result/Impact: Student ownership

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 10 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 10 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 10 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 10 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 10 Problem Statements Identifying School Organization

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 11

100% of the teachers will consistently implement the district adopted High Quality Instructional Materials by October 2025.

Evaluation Data Source: Walkthrough data

Strategy 1

The principal, assistant principal and instructional coaches will provide bite size actionable feedback using the Get Better Faster Waterfall document. They will use walkthrough and assessment data to determine who they will be working with on full feedback loops.

Strategy's Expected Result/Impact: Build teacher capacity

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1 - School Organization 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

All grade level teams will have collaborative meetings at least 2 times a week that focus on internalizing reading and math HQIM using the appropriate protocols, and analyzing student data.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Instructional coaches, administration, teachers

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 11 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 11 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 11 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 11 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

There is a need to increase family involvement in both academic and behavioral support to better impact student success.

Most parent and family engagement opportunities are centered around social and educational events rather than targeted academic support or behavior-focused communication

Performance Objective 11 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 12

Parmley Elementary will achieve a 96% attendance rate for all students during the 2025-2026 school year.

Evaluation Data Source: End of the year attendance data

Strategy 1

We will have weekly attendance celebrations for classes that reach th 96% attendance for the week.

Strategy's Expected Result/Impact: Increase attendance and student achievement

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

Teachers will track their class attendance by week by posting and using it in their classroom.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Teachers and Assistant Principal

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 12 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Parmley has not reached the district attendance goal of 96%

A lack of consistent, targeted communication with families about the importance of daily attendance and how it impacts academic success.

Performance Objective 13

By May 2026, Parmley Elementary will reduce the number of discipline referrals related to aggression, inappropriate contact, fighting, and classroom disruption by 30%.

Evaluation Data Source: End of the year referral documentation

Strategy 1

Parmley's Behavior Coalition will meet at least once a month to review data and make any necessary decisions for the campus.

Strategy's Expected Result/Impact: Identify behaviors and make decisions for the campus and students

Staff Responsible for Monitoring: Assistant principal & counselor

Problem Statements: School Culture and Climate 1

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Some Progress

Strategy 2

We will create and implement with 100% fidelity, a Parmley Elementary Classroom Environment "Look For" document which will have expectations that must be implemented in all classrooms.

Strategy's Expected Result/Impact: Consistent expectations campus wide

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Some Progress

January

March

May

Strategy 3

Parmley staff will use Kat Kash to reward students campus wide and will purchase items from the Kat Kash Cart with their Kat Kash.

Strategy's Expected Result/Impact: Improved student behavior

Staff Responsible for Monitoring: Assistant Principal & Counselor

Problem Statements: School Culture and Climate 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 13 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.	The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Performance Objective 13 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.	There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Goal 2

We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

By May 2026, Parmley Elementary will increase the number of designated TIA-eligible teachers from 0 to at least 3 by identifying qualifying staff, supporting evidence collection (student growth and teacher observation data), and completing all TIA designation submission requirements, while also using TIA funds to retain these high-performing educators through targeted support and recognition efforts.

Strategy 1

Align T-TESS goals to CIP and Domain 1 to Internalization (former planning) to ensure student growth and success.

Strategy's Expected Result/Impact: Alignment and increase student growth

Staff Responsible for Monitoring: Administration & Teachers

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Performance Objective 2

By June 2026, Parmley Elementary budgeting process will be fully aligned with district guidelines to ensure the efficient, accurate, and ethical management of campus resources.

Evaluation Data Source: Campus budget audit and district monitoring.

Strategy 1

All campus funding decisions will align with Campus Improvement Plan priorities. Quarterly budget reviews with leadership will ensure transparency and support for key instructional initiatives.

Staff Responsible for Monitoring: Administration

Problem Statements: School Organization 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Lack of consistent input on systems, clearer communication on how feedback is addressed, and stronger structures for grade-level collaboration.

The current master schedule and teacher leadership structure. organized by content rather than grade level--limit opportunities for collaborative discussion and meaningful feedback, which leads to staff feeling unheard and disconnected from decision-making.

Development (Instructional Effectiveness)

Goal 3

We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

Performance Objective 1

By May 2026, Parmley Elementary will provide a minimum of 8 targeted professional development sessions aligned to High-Quality Instructional Materials (HQIM), Research-Based Instructional Strategies (RBIS), the Effective Schools Framework, and/or Texas Instructional Leadership (TIL), with at least 90% of teachers implementing key strategies observed during classroom walkthroughs following each session.

Strategy 1

Training on high-quality instructional materials (HQIM) will be provided at the beginning of the year and continued throughout the year, with ongoing campus-based coaching and support to ensure effective implementation.

Strategy's Expected Result/Impact: Strengthen teacher confidence in understanding and delivering the new curriculum.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2

Teachers will use the internalization protocols provided in both SAVVAS and Bluebonnet to deepen their understanding and effective implementation of high-quality instructional materials (HQIM).

Strategy's Expected Result/Impact: Strengthen teacher confidence in understanding and delivering the new curriculum.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is not a consistent, high-quality curriculum with aligned resources to support instruction, intervention, and enrichment across all grade levels and subjects.

The need for a unified, high-quality set of resources and expectations that support effective planning, instruction, and intervention across all grade levels.

Performance Objective 2

By November 2025, Parmley Elementary will establish a career mentor program that includes participation from every grade level, with at least one staff mentor, one student leader, and one community member per level, as measured by mentor rosters and documented meeting logs.

Strategy 1

Integrate Career Exploration through Career Day and Morning Meetings.

Strategy's Expected Result/Impact: Students will be exposed to various careers.

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Parmley has not reached the district attendance goal of 96%

A lack of consistent, targeted communication with families about the importance of daily attendance and how it impacts academic success.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers' input and ideas need to be more consistently acknowledged and acted on to support teacher retention and growth.

There is a need for clearer follow-up on teacher input, more responsive professional learning opportunities, and stronger behavior support systems across the campus.

Performance Objective 3

By September 2025, all grade-level teams at Parmley Elementary will begin using a centralized data tracker to identify students in need of enrichment, intervention, and remediation. Teams will meet during collaboratives to analyze the data and adjust instruction to monitor progress

Evaluation Data Source: Collaborative Agendas & PROUD Time documentation

Strategy 1

Teachers will track MOU and EOU through an online data tracker by individual students.

Strategy's Expected Result/Impact: Student Growth

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

A significant number of students in upper grades are not scoring approaches or above on the STAAR test.

More need of consistent structure and clear expectations for instruction in vocabulary, fluency, and word study.

Goal 4

We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

By May 2026, Parmley Elementary will implement district safety protocols and inclusive practices with fidelity, leading to 90% of students, staff, and families to report feeling physically safe, emotionally supported, and respected.

Evaluation Data Source: Campus surveys

Strategy 1

Parmley Elementary students will participate in guidance lessons on Bullying Education and the R U Ok program.

Strategy's Expected Result/Impact: Increased safety

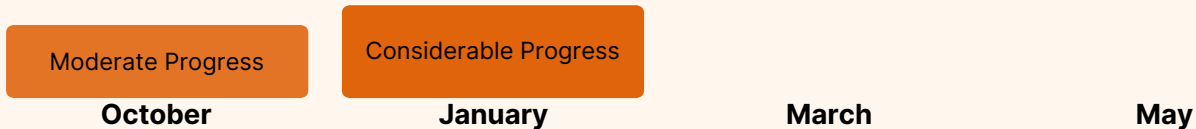
Staff Responsible for Monitoring: Counselor

Problem Statements: School Culture and Climate 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Behavior expectations and reward systems are not used consistently across classrooms, which leads to disruptions in learning and frustration among students and staff.

The need for establishing a shared understanding and consistent implementation of behavior expectations and reward systems across all classrooms.

Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

By May 2026, the campus leadership team will gather input on the effectiveness and clarity of campus communication by collecting feedback from at least 80% of staff and 30% of families through surveys and/or focus groups.

Evaluation Data Source: Platform engagement, attendance at campus events

Strategy 1

By September 2025, Parmley Elementary will distribute a communication preferences survey to all families and staff, with at least 75% response rate, in order to identify the most frequently used and preferred communication platforms. Results will be analyzed and used to adjust communication strategies by October 2025.

Strategy's Expected Result/Impact: Understanding of family perspective


Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Family and Community Engagement 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

 Accomplished

October

January

March

May

Strategy 2

The Week at a Glance will be distributed via email, text message, shared through Dojo and social media platforms to provide all stakeholders with information regarding campus events, updates, reminders and their child's learning focus for the week.

Strategy's Expected Result/Impact: Increase parent awareness.

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Problem Statements: Family and Community Engagement 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

There is a need to increase family involvement in both academic and behavioral support to better impact student success.

Most parent and family engagement opportunities are centered around social and educational events rather than targeted academic support or behavior-focused communication