Key Action One	
Key Action One	**Improve Foundational Literacy Supports to Accelerate Student Achievement**
	Indicators of Success • By December 2026, at least 75% of students identified as Well Below Benchmark or Below Benchmark on the BOY DIBELS assessment in grades K–2 will improve by at least one DIBELS benchmark performance level (Well Below to Below, Below to At Benchmark, or Well Below to At Benchmark) at MOY. By May 2027, at least 50% or more of those students at MOY will score At or Above Benchmark on the End-of-Year DIBELS assessment. • By November 2026, at least 75% of teachers (41 of 55) will earn an *average score* of 1.5 out of 2 on the SPOT Engagement Strategies (Writing) indicator while consistently implementing Parker's campus-wide writing systems. By May 2027, at least 90% of teachers (50 of 55) will earn an *average score* of 1.8 out of 2, as evidenced through SPOT observations, walkthroughs, and student work.
	Specific Actions - School Leaders • Provide ongoing professional development, in-the-moment coaching, side-by-side planning, modeling, and implementation support for evidence-based foundational literacy practices, HQIM internalization, and authentic writing aligned to campus expectations. • Monitor PLCs, lesson internalizations, and weekly planning to ensure instruction is data-driven, aligned to HQIM, and includes purposeful 2nd Teach based on anticipated misconceptions and formative assessment. Conduct regular SPOT observations, calibration walks (See, Like, Change and Hard 75), and student work reviews to monitor implementation of foundational literacy instruction, authentic writing, and Parker's instructional model while providing actionable feedback that improves student outcomes. Facilitate campus data PLCs using DIBELS, mCLASS, classroom formative assessments, and writing data to identify students requiring acceleration, monitor growth, and adjust instructional supports. Provide timely coaching and feedback using observation evidence, student work, and assessment data to improve instructional practices that accelerate student growth.
	Specific Actions - Staff • Implement Parker's instructional expectations through rigorous Tier I instruction, purposeful 2nd Teach, and authentic student writing. Instructional staff, including classroom, special education, intervention, Music, and CCR teachers, will embed these practices within their instructional settings. • Use student performance data, classroom formative assessments, DIBELS, mCLASS, Demonstrations of Learning (DOLs), student writing, and other content-specific evidence to monitor progress and adjust instruction or supports based on student needs. • Engage collaboratively in PLCs, planning meetings, and campus professional learning to strengthen instructional practices, analyze student work, and implement strategies that accelerate student growth. • Support staff, including teacher assistants, office staff, clerks, and other campus personnel, will contribute to student achievement by protecting instructional time, reinforcing campus expectations, maintaining efficient campus systems, and providing timely support that maximizes opportunities for teaching and learning, and fostering a positive school culture focused on student success. • Use screening and formative assessment data to identify students for the K–2/3–5 Literacy Acceleration Initiative and collaborate with the Teacher Specialist and SoR teacher to provide targeted acceleration and strategic pre-teaching that prepares students to access grade-level instruction.

Key Action Two: Improve Foundational Literacy Supports to Accelerate Student Achievement Staff Development Plan	
Key Action Two	**Who: Teachers, Teacher Assistants, Instructional Leadership Team (ILT), Music and CCR Teachers**

	What:
	• **Pre-Service Institute (August 2026):** 100% of instructional staff will participate in professional learning focused on Parker's instructional model, HQIM internalization, authentic writing expectations, foundational literacy practices, and purposeful 2nd Teach.
	• **Foundational Literacy Focus:** Professional learning on evidence-based literacy instruction, including phonological awareness, phonics, fluency, vocabulary, comprehension, DIBELS/mCLASS data analysis, and instructional acceleration.
	• **K–2 / 3–5 Literacy Acceleration Initiative:** Implement the campus K–2/3–5 Literacy Acceleration Initiative, including training on student identification, acceleration protocols, progress monitoring, and collaboration with the Teacher Specialist and Science of Reading (SoR) teachers to provide strategic pre-teaching when needed.
	• **Campuswide Writing Focus:** Professional learning on Parker's writing expectations, authentic writing across all content areas, engagement strategies, writing calibration, and analysis of student work.
	• **Campus PD Days (September–February):** Content-specific professional learning focused on instructional rigor, formative assessment, student engagement, writing implementation, and instructional practices that accelerate student growth.
	• **Weekly PLCs:** Weekly PLCs will focus on:
	  ○ HQIM internalization
	  ○ Student work analysis
	  ○ DIBELS/mCLASS and formative assessment data
	  ○ Planning purposeful 2nd Teach
	  ○ Writing calibration
	  ○ Monitoring student growth

	When: • Pre-Service (August 2026) • Campus PD Days (September-February) • Weekly PLCs (Every Thursday) • Ongoing instructional coaching throughout the school year
	Where: Parker Elementary Music Magnet

Key Action Two: Improve the Quality of Instruction to Accelerate Growth for EB and GT Students Budget Plan		
Proposed Item	**Description**	**Amount**
Staff Development	Campus Based	$2,000
Materials / Resources	N/A	$0
Purchase Services	Scholastic Readers	$20,000
Other		
TOTAL COST		$22,000
Funding Sources: Campus Based Funds and PTO		

Key Action Two	
Key Action Two	**Strengthen High-Quality Tier I Instruction to Accelerate Academic Growth**
	Indicators of Success • By December 2026, at least 65% of identified GT and twice-exceptional students will be on track to meet or exceed their projected NWEA Reading and Math growth targets. By May 2027, at least 80% will meet or exceed projected growth, demonstrating continued academic growth regardless of their BOY achievement level. • By November 2026, 100% of teachers will routinely analyze daily Demonstration of Learning (DOL) data and Cycle CADFA results to identify trends in TEKS mastery by student, classroom, and student group (EB, SPED, GT, etc.) and use the results to adjust Tier I instruction. From BOY to MOY, 50% of students will demonstrate growth in cumulative DOL and Cycle CADFA proficiency. By May 2027, 75% of students will demonstrate continued cumulative growth in DOL and CADFA mastery from MOY to EOY. • By November 2026, 50% of teachers (33 of 55) will earn an average score of 3.8 points or higher (out of 6) across the high-leverage SPOT indicators of Pick Up the Pace, Engagement Strategies (Writing), and Monitor & adjust. By May 2027, 75% of teachers (47 of 55) will earn an average score of 4.8 points or higher (out of 6) across these indicators on summative SPOT observations.
	Specific Actions - School Leaders • Provide ongoing professional development, in-the-moment coaching, side-by-side planning, modeling, and implementation support focused on Parker's instructional model, including HQIM internalization, Gradual Release, purposeful 2nd Teach, authentic writing, and the Four on the Floor instructional practices (Engage, Monitor, Use, and Stamp). • Facilitate weekly PLCs that build teacher capacity through HQIM internalization, instructional planning, student work analysis, and data-driven decision making. Monitor lesson internalizations and weekly planning to ensure alignment to the Learning Objective (LO), Demonstration of Learning (DOL), anticipation of student misconceptions, and purposeful 2nd Teach. • Lead weekly instructional data reviews using daily DOL and Cycle CADFA results to monitor TEKS mastery by student, classroom, grade level, and student group (EB, SPED, GT, etc.), identify instructional trends, and prioritize coaching and intervention support. • Conduct regular SPOT observations, calibration walks (See, Like, Change and Hard 75), student work reviews, and instructional data reviews to monitor implementation fidelity of the campus instructional model while providing actionable feedback that improves instructional effectiveness and student outcomes. • Use DOL, Cycle CADFA, student work, and classroom observation data to evaluate the effectiveness of Tier I instruction, monitor the impact of instructional adjustments, and celebrate or replicate effective instructional practices across the campus.
	Specific Actions - Staff • Implement Parker's instructional model with fidelity by utilizing the Gradual Release framework, maintaining alignment to the Learning Objective (LO) and Demonstration of Learning (DOL), and delivering purposeful 2nd Teach based on student need. • Consistently implement Parker's high-leverage instructional practices by getting to the objective quickly, maintaining purposeful lesson pacing, facilitating meaningful academic discourse through the Four on the Floor engagement strategies, embedding authentic writing, and using student responses to advance learning throughout instruction. • Analyze daily DOL and Cycle CADFA data during PLCs and collaborative planning to identify TEKS requiring reteach, acceleration, or enrichment, and use the results to adjust Tier I instruction and purposeful 2nd Teach. • Use student work, Demonstrations of Learning (DOLs), classroom formative assessments, student responses, and other content-specific evidence to monitor student understanding, respond to misconceptions, and adjust instruction in real time. • Monitor progress toward grade-level mastery by regularly reviewing student performance trends by classroom, TEKS, and student group and implementing targeted instructional supports based on identified learning needs.

Key Action Two: Strengthen High-Quality Tier I Instruction to Accelerate Academic Growth Staff Development Plan	
Key Action Two	**Who:** All Teachers, Teaching Assistants, Instructional Leadership Team (ILT), Music and CCR Teachers, and Campus Support Staff

	What: High-Quality Instructional Professional Learning designed to strengthen implementation of Parker's instructional model through HQIM internalization, lesson execution, student engagement, and instructional decision-making.
	
	• **Pre-Service (August 2026):** 100% of instructional staff will participate in professional learning focused on HQIM internalization, Parker's instructional model, Gradual Release, purposeful 2nd Teach, authentic writing, Four on the Floor engagement strategies, and SPOT instructional expectations.
	• **Campus Professional Learning Days:** Ongoing professional learning focused on lesson internalization, instructional rigor, academic discourse, purposeful pacing, student engagement, formative assessment, and high-leverage instructional practices aligned to SPOT indicators.
	• **Weekly PLCs:** Weekly PLCs will focus on:
	  ○ HQIM internalization and lesson planning
	  ○ Learning Objective (LO) and Demonstration of Learning (DOL) alignment
	  ○ Student work analysis and calibration
	  ○ Planning purposeful 2nd Teach
	  ○ Academic discourse and Four on the Floor implementation
	  ○ Data-informed instructional decision making
	• **Instructional Coaching & Calibration:** Ongoing in-the-moment coaching, side-by-side planning, modeling, Hard 75 instructional walks, See, Like, Change calibration walks, SPOT feedback, and student work analysis to strengthen instructional practice and ensure consistent implementation across classrooms.

	When: • **Pre-Service:** August 2026 • **Campus Professional Learning Days:** September-February • **Weekly PLCs:** Every Tuesday during teacher planning • **Ongoing Coaching & Calibration:** Throughout the 2026–2027 school year
	Where: Parker Elementary Music Magnet

Key Action Two: Strengthen High-Quality Tier I Instruction to Accelerate Academic Growth Budget Plan			
	Proposed Item	**Description**	**Amount**
	Staff Development	Campus Based	$0
	Materials / Resources	Really Great Reading Story Works IXL	$16,000 $8,000 $14,450
	Purchase Services		
	Other		
	TOTAL COST		$52,000
	Funding Sources: Campus Based Funds & PTO		

Key Action Three	
Key Action Three	**Strengthen Systems of Support to Accelerate Growth and Close Achievement Gaps for High Focus Students**
	Indicators of Success • By December 2026, at least 60% of students identified within High Focus student groups (SPED, EB, African American, Hispanic, Economically Disadvantaged, and At-Risk) will be on track to meet or exceed their projected NWEA Reading and Math growth targets. By May 2027, at least 70% will meet or exceed their projected growth targets. • By December 2026, achievement gaps between High Focus student groups and the overall campus population will decrease from BOY baseline performance in Reading and Math. By May 2027, identified achievement gaps will decrease by at least 10 percentage points from the BOY baseline. • By May 2027, each identified High Focus student group will demonstrate measurable improvement in grade-level mastery, as evidenced by campus assessments, NWEA, with no High Focus student group demonstrating a widening achievement gap from the BOY baseline.
	Specific Actions - School Leaders • Provide ongoing professional development, in-the-moment coaching, side-by-side planning, modeling, and implementation support focused on strengthening Tier I instruction, scaffolding, differentiation, and targeted acceleration for High Focus student groups, including SPED, EB, African American, Hispanic, Economically Disadvantaged, and At-Risk students. • Facilitate PLCs and collaborative planning that intentionally identify the needs of High Focus student groups and ensure lessons are aligned to grade-level TEKS, include appropriate scaffolds and accommodations, and provide targeted opportunities during 2nd Teach and ENCORE to address unfinished learning and accelerate student growth. • Conduct regular SPOT observations, calibration walks (See, Like, Change and 75 Hard), and student work reviews to monitor the implementation and quality of Tier I instruction, scaffolds, accommodations, student engagement, and targeted instructional practices for High Focus students. Use observation trends to determine coaching, modeling, and professional development needs. • Facilitate recurring instructional Data Dig PLCs using NWEA, DIBELS/mCLASS, DOLs, common assessments, student work, IEP progress monitoring, and other formative data to disaggregate performance by High Focus student group, identify achievement gaps, monitor progress toward growth targets, and determine students requiring additional support or acceleration. • Establish and monitor systems for 2nd Teach, ENCORE, intervention, and other targeted supports to ensure High Focus students receive timely instruction based on demonstrated needs. Regularly evaluate student response to support and adjust grouping, instructional strategies, scaffolds, and intensity based on evidence of mastery and growth.
	Specific Actions – Staff • Implement Parker's instructional model with fidelity by providing rigorous, grade-level Tier I instruction with intentional scaffolds, accommodations, differentiation, and targeted 2nd Teach to increase access and accelerate achievement for High Focus students, including SPED, EB, African American, Hispanic, Economically Disadvantaged, and At-Risk students. • Collaborate through PLCs and weekly planning to identify High Focus students, analyze their specific learning needs, and plan targeted instructional responses. Teachers will use 2nd Teach, ENCORE, small-group instruction, and intervention strategically to address unfinished learning while maintaining access to grade-level TEKS and rigor. • Use NWEA, DIBELS/mCLASS, DOLs, common assessments, student work, IEP progress monitoring, and other formative evidence to monitor the performance and growth of High Focus students. Teachers will regularly disaggregate results by student group to identify achievement gaps, determine student response to instruction, and adjust supports based on demonstrated need. • Implement required accommodations, language supports, scaffolds, and evidence-based instructional strategies with fidelity while actively monitoring whether students can successfully access and demonstrate mastery of grade-level content. Teachers will gradually adjust or remove supports when appropriate to build student independence and prevent unnecessary dependence on scaffolds. • Maintain individual and collective ownership for closing achievement gaps by monitoring whether High Focus students are making sufficient progress toward growth and grade-level mastery goals. When students are not demonstrating expected progress, teachers will use PLCs, Data Digs, and collaboration with intervention, Special Education, and leadership staff to adjust the instructional response.

Key Action Three: Strengthen Systems of Support to Accelerate Growth and Close Achievement Gaps for High Focus Students Staff Development Plan	
Key Action Three	**Who:** General Education Teachers, Special Education Teachers, Teacher Assistants, Interventionists, Music and CCR Teachers, Instructional Leadership Team (ILT), and Campus Support Staff
	When: • Pre-Service (Aug 1–11, 2025) • Campus PD Days (Sept 2, Oct 2, Nov 7, Jan 5, Feb 13) • Weekly PLCs (every Thursday)
	Where: Parker Elementary Music Magnet

Key Action Three: Strengthen Systems of Support to Accelerate Growth and Close Achievement Gaps for High Focus Students Budget Plan			
	Proposed Item	**Description**	**Amount**
	Staff Development		
	Materials / Resources		
	Purchase Services		
	Other		
	TOTAL COST		
	Funding Sources: Campus Budget & PTO		

Key Action Four	
Key Action Four	**Develop Leadership Capacity to Sustain High-Quality Instruction and Student Growth**
	Indicators of Success • By November 2026, 80% (5 of 6) of Instructional Leadership Team members (Assistant Principals, Magnet Coordinator, and Teacher Specialists) will demonstrate calibration in instructional observations by scoring within one-two point of the principal during monthly calibration walks using the HISD SPOT rubric, See, Like, Change, and Hard 75 protocols. By May 2027, 100% (6 of 6) of ILT members will consistently demonstrate calibrated observation evidence and coaching aligned to campus instructional expectations • By November 2026, 75% (41 of 55) of teachers who receive individualized coaching from the Instructional Leadership Team will demonstrate measurable improvement on targeted SPOT indicators within one coaching cycle, as evidenced through follow-up observations. By May 2027, 90% (50 of 55) of teachers receiving coaching will demonstrate sustained improvement in targeted instructional practices through SPOT observations, walkthroughs, and student work.
	Specific Actions - School Leaders (Principal) • Provide ongoing individualized coaching, modeling, side-by-side observations, and leadership development for Assistant Principals, Teacher Specialists, and the Magnet Coordinator to strengthen instructional leadership, coaching practices, decision-making, and leadership presence. • Facilitate weekly ILT PLCs, leadership huddles, and collaborative planning focused on instructional leadership, campus priorities, data analysis, problem solving, and continuous improvement while building collective ownership of student achievement. • Conduct regular calibration walks (See, Like, Change and Hard 75), co-observations, and coaching conversations to ensure instructional leaders consistently identify high-quality instruction, provide aligned feedback, and maintain fidelity to the HISD SPOT process. • Use observation evidence, SPOT data, student work, coaching artifacts, and instructional trends to monitor leadership effectiveness, identify individual leadership growth areas, and provide targeted coaching that strengthens teacher practice and student outcomes. • Develop leadership capacity through distributed leadership opportunities, reflective practice, and progressively increasing leadership responsibilities that build confidence, accountability, instructional expertise, and a sustainable pipeline of instructional leaders.
	Specific Actions – Staff (Instructional Leadership Team) • Participate actively in weekly ILT PLCs, leadership learning, calibration walks, and individualized coaching cycles to strengthen instructional leadership knowledge, coaching practices, and leadership effectiveness. • Conduct high-quality classroom observations aligned to the HISD SPOT process and provide timely, evidence-based coaching and actionable feedback that strengthens teacher practice and improves student outcomes. • Analyze SPOT data, student achievement data, student work, and instructional trends to identify teacher strengths, prioritize coaching needs, monitor progress, and develop responsive action plans. • Facilitate PLCs, model high-quality instructional practices, support lesson internalization, and coach teachers through collaborative planning, reflective conversations, and in-the-moment instructional support. • Demonstrate Parker's leadership expectations by modeling professionalism, urgency, accountability, instructional excellence, and a solutions-oriented mindset while fostering trust, building leadership capacity in others, and maintaining collective ownership of campus success.

Key Action Four: Develop Leadership Capacity to Sustain High-Quality Instruction and Student Growth Staff Staff Development Plan	
Key Action Four	**Who:** Principal, Assistant Principals, Magnet Coordinator, Teacher Specialists (2), Instructional Leadership Team (ILT)
	When: • **Leadership Retreat** (August 2026) • **Weekly**: ILT Leadership PLCs (Throughout the School Year) • **Weekly:** Calibration Walks & Data Reviews • **Monthly:** Leadership Development Sessions • **Ongoing:** Classroom observations, coaching conversations, and leadership reflection
	Where: Parker Elementary Music Magnet

Key Action Four: Develop Leadership Capacity to Sustain High-Quality Instruction and Student Growth Staff Staff Development Plan			
	Proposed Item	**Description**	**Amount**
	Staff Development		
	Materials / Resources		
	Purchase Services		
	Other		
	TOTAL COST		
	Funding Sources: Campus Budget & PTO		