

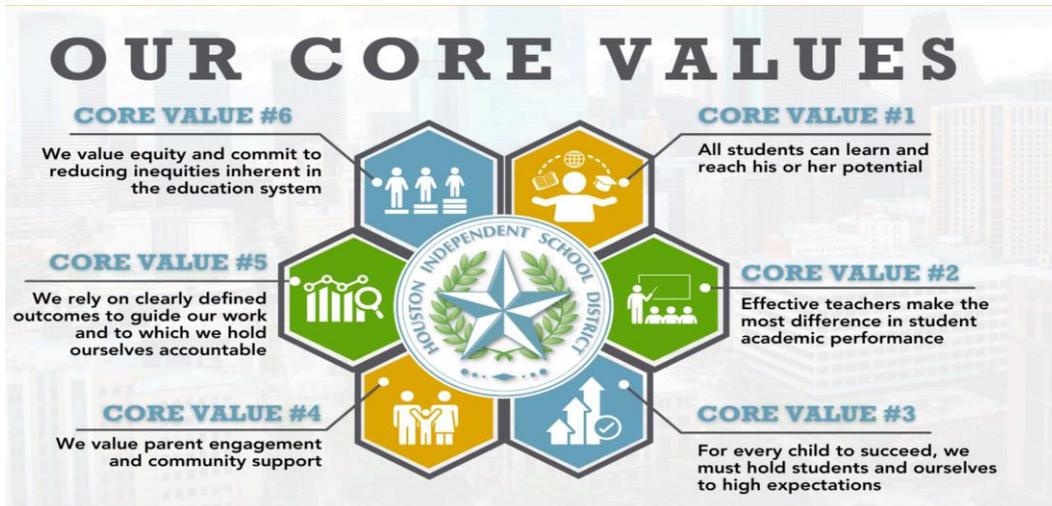


ACTION PLAN

2024-2025

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PRINCIPAL
REVISED NOVEMBER 2024

Parker Elementary Music Magnet – Needs Assessment



Parker Elementary has a strong legacy of academic excellence, but recent data shows areas that need targeted improvement to meet the goal of returning to an "A" rating for the 2024-2025 school year. The following needs assessment outlines performance trends and challenges based on STAAR, NWEA MAP, TELPAS, SPED growth, and observational data. This assessment also addresses key issues related to instruction, engagement, differentiation, and instructional leadership that must be prioritized to enhance student outcomes.

Needs Related to Student Achievement

Parker ES STAAR Data (2022, 2023, 2024)			
Year & Subject	Approaches	Meets	Masters
2022 Mathematics	85%	64%	40%
2023 Mathematics	85%	60%	32%
2024 Mathematics	86%	60%	32%
2022 Reading	89%	71%	51%
2023 Reading	88%	66%	36%
2024 Reading	86%	65%	35%
2022 Science	73%	54%	29%
2023 Science	81%	53%	26%
2024 Science	69%	39%	21%

Key Findings:

- **Mathematics:** Performance has remained stable in terms of Approaches and Meets standards, but Masters level performance has declined from 40% in 2022 to 32% in both 2023 and 2024. This indicates a challenge in pushing students to higher levels of mastery.
- **Reading:** Reading scores have shown a decline across all performance levels, with the Meets level falling from 71% in 2022 to 65% in 2024, and Masters level dropping significantly from 51% to 35%.
- **Science:** Science performance has been particularly concerning, with the percentage of students meeting the standard decreasing

from 54% in 2022 to 39% in 2024. Masters-level performance has similarly dropped from 29% to 21%.

Parker ES NWEA MAP Growth: Fall 2023 to Winter 2024				
Grade Level	Math Growth	Math Achievement	Reading Growth	Reading Achievement
Kinder	37th	77th	N/A	N/A
1 st	41st	58th	N/A	N/A
2 nd	42nd	64th	63rd	75th
3 rd	65th	59th	38th	76th
4 th	65th	66th	62nd	66th
5 th	61st	77th	51st	77th

NWEA MAP Growth and Achievement (2023-2024):

- **Math Growth:** Growth trends show strong improvements from Fall to Winter, but a noticeable dip in some grades from Winter to Spring.
- **Reading Achievement:** Achievement percentages are relatively high in Reading across grade levels, especially in 2nd, 3rd, and 5th grades, which indicates strong potential for growth with focused instructional practices

Parker ES NWEA MAP Growth: Winter 2024 to Spring 2024				
Grade Level	Math Growth	Math Achievement	Reading Growth	Reading Achievement
Kinder	49th	71st	N/A	N/A
1 st	62nd	55th	N/A	N/A
2 nd	50th	66th	60th	81st
3 rd	67th	62nd	60th	72nd
4 th	38th	71st	53rd	69th
5 th	34th	78th	60th	74th

Key Findings:

- Math growth in 5th and 4th grades showed significant decline from Winter to Spring. The 4th grade also experienced a drop in reading growth.
- Achievement levels remain relatively high, particularly in Reading, but the dip in growth reflects potential issues with sustaining progress.

Parker ES TELPAS Data (2022, 2023, & 2024)

TELPAS Year	Beginner	Intermediate	Advanced	Advanced High
2022 TELPAS	15%	36%	34%	15%
2023 TELPAS	21%	33%	35%	10%
2024 TELPAS	22%	38%	30%	10%

Key Findings:

- There has been an increase in students performing at the Beginner level and a decline in those reaching Advanced or Advanced High proficiency levels. This suggests a growing challenge in moving students from intermediate levels to higher proficiency.

Parker ES SPED Growth: Fall 2023 to Spring 2024

Grade Level	% of SPED students growing on MAP Mathematics	% of SPED students growing on DIBELS/Lectura/MAP Reading
Kinder	88%	75%
1 st	100%	56%
2 nd	100%	91%
3 rd	100%	100%
4 th	89%	78%
5 th	92%	85%

SPED Growth (2023-2024):

SPED students have shown strong growth across both Math and Reading, particularly in 1st-3rd grades, where 100% of students achieved growth in both areas. This is a positive trend and indicates successful intervention strategies for this subgroup.

Parker ES IRT Observation: 2023-2024

IRT	Domain I (Planning)	Domain II (Instruction)	Domain III (Learning Environment)	Total IRT Average
IRT 1	1.6	3.3	3.4	8.3
IRT 2	1.25	3.63	3.13	8.01
IRT 3	1.38	3.13	3.38	7.89
IRT 4	1.38	3.38	3.38	8.14
TOTAL POSSIBLE POINTS	2.0	8.0	5.0	15.0

The lowest scores were consistently in Domain I (Planning), showing that teachers struggle with intentional planning, which directly impacts instruction and student engagement.

Overall total average score by campus leadership (appraisers) for 2023-2024: 12.3

Parker ES EOY Teacher Summative Rating: 2023-2024

Improvement Needed	Developing	Proficient	Accomplished	Distinguished
0%	9%	20.58%	20.94%	50%

Identified Problems of Practice:

Based on the data and observations, several critical issues need to be addressed:

1. **Lesson Planning & Structure:** Teachers are not following a structured instructional model and tend to overcomplicate blocks with too many Learning Objectives (LOs) and Demonstrations of Learning (DOLs). This limits focused instruction and causes inefficiency in classroom management.
2. **Differentiation & Rigor:** There is a significant gap between low-performing and high-achieving students, with teachers needing support in creating differentiated and challenging learning experiences that cater to both ends of the spectrum.
3. **Urgency in Instruction & Student Engagement:** Teachers need to maximize instructional time and engage students more effectively in meaningful learning. A stronger focus on urgency and impactful instruction is required to improve student growth.
4. **Instructional Leadership:** The discrepancy between IRT observations and campus leadership spot observations points to a lack of consistency in instructional oversight. Assistant Principals are focused more on operations and compliance, rather than instruction.

Action Plan Summary:

Enhanced Instructional Planning:

- Implement a campus instructional model that includes a structured lesson cycle (Direct Instruction, Guided Practice, Independent Practice, and Assessment) to provide clarity and consistency.
- Ensure Learning Objectives (LOs) and Demonstrations of Learning (DOLs) are integrated for more cohesive instructional blocks, aligning our efforts with clear goals.
- Regular coaching for teachers on both planning and classroom execution to support professional growth and effective teaching.

Differentiation Framework:

- Develop a campus-wide differentiation framework that focuses on addressing the needs of low-achieving students while challenging high performers.
- Implement enrichment activities for advanced learners, particularly in tested grades, to foster deeper learning opportunities.

Increase Instructional Leadership Focus:

- Assistant Principals will spend 75% of their time in classrooms to provide greater instructional support and feedback.
- APs will lead content areas (Math, Science, Social Studies, and ELA) and ensure consistency and collaboration in Professional Learning Communities (PLCs).

Focus on Professional Development:

- Targeted professional development will focus on rigorous instruction, differentiation, and increasing student engagement.
- Reinforce data-driven instruction and integrate meaningful assessments to guide instruction and support student achievement.

Close Minority Achievement Gaps:

- Address gaps in achievement between White and Hispanic/Black students, particularly in Reading and Math, through targeted interventions and enrichment programs.

Parker Elementary is poised for significant academic improvement. In working closely with teachers to develop and implement this action plan, we will not only enhance instruction and student outcomes but also honor the "art of teaching." I am committed to creating space for our educators to be their authentic selves in the classroom, allowing them the flexibility to inspire students while following a structured, intentional approach. Together, we will position the campus to reach our goal of returning to an "A" rating for the 2024-2025 school year.

Key Action One

Key Action One	Enhance Teacher Capacity in Instructional Planning and Delivery of High-Quality Instruction in Every PK–5th Grade Classroom
	<p>Indicators of Success</p> <ul style="list-style-type: none"> • By October 2024, 60% of teachers will receive an exemplary learning environment as demonstrated on HISD Spot Observations (2 out of 2 points) and Reinforce & Redirect (1 out of 1 points). This percentage will increase to 90% by May 2025. • By November 2024, 60% of teachers will receive exemplary planning as demonstrated on HISD Spot Observations (2 out of 2 points). This percentage will increase to 100% by May 2025. • By November 2024, 60% of PK through 5th grade teachers will receive a Proficient I rating (9-11 points) as demonstrated on the HISD Spot Observation. This percentage will increase to 85% by May 2025. • By January 2025, 60% of teachers will receive a proficient rating or higher in the delivery and execution of high quality instruction as measured on T-TESS Domain 2. This percentage will increase to 80% by May 2025.
	<p>Specific Actions - School Leaders</p> <ul style="list-style-type: none"> • By September 10, 2024, the principal will create a campus master schedule and train teachers how to maximize instructional time for the implementation of high quality instruction and high quality instructional materials. • In August 2024, the Instructional Leadership Team (ILT) will train teachers on high quality lesson planning and placed Parker OneNote for feedback. • Principal will train teachers during August’s pre-service professional development on “The Parker Way”. With specifics on lesson internalization, PLC protocols and instructional non-negotiables for HQI lesson delivery. • Instructional Leadership Team (ILT) will provide in-the-moment coaching daily to improve the quality of classroom instruction and delivery. • ILT will provide written feedback once a month for every teacher using the HISD SPOT Observation Form. • ILT will provide targeted coaching and support to Tier 3 teachers (based on their previous month average). • ILT will conduct weekly PLCs for teachers to do At-Bats that focus on high leverage instructional practices, internalization, content planning and data-driven instruction for HQIM implementation. • ILT will conduct teacher calibration walks twice monthly to observe proficient 2 and above teachers to build their pedagogical skill set. • ILT will train teachers to develop best instructional practices on daily DOLs and use that data to spiral in reteach objectives to ensure content mastery.
<p>Specific Actions - Staff</p> <ul style="list-style-type: none"> • In August, teachers will utilize the master schedule training to develop instructional time(s) and continuously update as needed throughout the year to maximize instructional time for HQI and HQIM. Teachers will submit weekly high quality lesson plan in the OneNote by 7:00 pm Thursday to their individualized sections to gain feedback from the ILT. • Teachers will use the Parker’s internalization template and protocol daily to develop and deliver strong high quality instructional lessons. • Teachers will implement feedback immediately upon ILT giving verbal/non-verbal feedback (whisper coaching; hand gesture coaching) daily. • Teachers will implement daily SPOT observation feedback immediately upon instructional coach/ILT submitting the SPOT form. • Teachers and teaching assistants will engage in weekly PLCs to practice (At-Bats) and implement high leverage instructional strategies. • Teachers will engage in calibration walks twice a month to observe Proficient II and above teachers to build their pedagogical skill set. • Teachers will administer a demonstration of learning daily and utilize the daily DOL data to spiral in reteach objectives to ensure content mastery. 	

Key Action One: Grow teacher content capacity in high quality instruction in every PK through 5th grade classroom.

Staff Development Plan

Key Action One	Who: Teachers, Teaching Assistants and ILT
	What: High Quality Instruction Professional Development and Professional Learning Community to build pedagogical capacity:
	During the week of August Pre-Service, 100% teachers and teaching assistants will attend 8 hours of Parker HQI training. Sessions will be differentiated by content to ensure strong vertical alignment across grade levels. During these HQI content sessions, teachers will walk away with highly effective strategies and internalization protocols to ensure strong delivery of Amplify, Eureka and SAVVAS for the Parker students.
	During the professional development days, 100% teachers and teaching assistants will engage in at least 90 minutes of differentiated content Parker HQI training. During these content sessions, Parker teachers will engage in vertical alignment planning to ensure systematic HQIM alignment. Content administrators and teacher leadership (proficient II, exemplary I and exemplary II teachers) will be facilitating these sessions to ensure strong Domain II (T-TESS instruction and/or teacher evaluation system equivalent).
	Every Wednesday throughout the school year will be a professional learning community during planning time. During these PLCs, the topic will alternate between lesson internalization and execution, data-driven instruction, and engagement strategies. Between these three major buckets of PLCs, 100% staff members will actively be pursuing highly effective implementation of HQIM throughout the 2024-2025 academic school year
When: August 1-9, 2024 Pre-Service; September 3, 2024; October 3, 2024; November 8, 2024; January 6, 2025; February 14, 2025; May 2, 2025; every Wednesday throughout the 2024-2025 academic calendar.	
Where: Parker Elementary Music Magnet	

Key Action One: Grow teacher content capacity in high quality instruction in every PK through 5th grade classroom.

Budget Plan

Proposed Item	Description	Amount
Staff Development	Campus Based	\$0
Materials / Resources	Eureka Math SAVVAS	
Purchase Services	IXL Math & Reading (Kinder - 5th); Science (5th)	\$16,145.00
	STAAR Masters Math & Reading (3rd-5th)	\$14,000.00
	Really Great Reading Campus Wide	\$15,127.20
	Pebble Go	\$1,999.00
Other	N/A	\$0
TOTAL COST	\$47,271.20	

Funding Sources: General Funds and PTO

Key Action Two

**Key
Action
Two**

Develop and Implement a Differentiation Framework to Grow Staff Capacity and Increase Academic Achievement for All Students, Focusing on Emergent Bilingual Learners and High Performers

Indicators of Success

- By October 2024, 60% of teachers will consistently implement at least three high-impact engagement strategies to support both low-achieving students and advanced learners, with a focus on emergent bilingual and multilingual learners. This will increase to 100% by May 2025.
- By November 2024, 60% of Parker teachers will receive points for utilizing differentiated strategies, including visuals, sentence stems, gestures, and enrichment tasks for advanced learners, as part of their HISD Spot Observations (Engage & Deliver). This percentage will increase to 100% by May 2025.
- By January 2025, 60% of teachers will be rated proficient or higher in creating differentiated learning environments that support all students, as measured by T-TESS Domain 3 (Learning Environment). This will increase to 90% by May 2025.
- By November 2024, 60% of Parker’s emergent bilingual and multilingual learners will show growth in at least one TELPAS domain (speaking, listening, reading, or writing) on the practice TELPAS. This will increase to 80% by the Spring 2025 TELPAS administration.
- By May 2025, 100% of advanced learners in tested grades will participate in enrichment activities aligned to state standards (TEKS), demonstrated through differentiated lesson plans and student outcomes.

Specific Actions - School Leaders

- In August 2024, the principal will lead training on “The Parker Way,” which includes protocols for differentiation in both planning and instruction. This will include strategies for meeting the needs of low-achieving students, as well as challenging high-performing students, particularly in tested grades.
- The Instructional Leadership Team (ILT) will train teachers on how to plan for differentiated learning objectives and demonstrations of learning (DOLs) during August pre-service. This training will focus on creating tiered objectives to address the needs of diverse learners, including emergent bilingual students and advanced learners.
- ILT will facilitate weekly PLCs that focus on high-impact differentiation strategies, content planning, and data-driven instruction. These PLCs will scaffold engagement strategies over the first twelve weeks of instruction, ensuring that differentiation is embedded in classroom practices.
- After each PLC on engagement strategies, ILT will conduct strategic instructional walks to monitor the implementation of these strategies for both lower-performing and advanced students.
- ILT will review weekly lesson plans to ensure differentiation is evident, and will provide meaningful feedback within 36 hours on how lesson internalizations meet the diverse needs of students.
- ILT will conduct daily observations, providing in-the-moment coaching and written feedback to ensure teachers are implementing differentiated strategies throughout the lesson cycle. Feedback will be tracked using HISD SPOT forms and Parker’s Quality of Instruction data tracker.
- ILT will create and administer a mock TELPAS in **November 2024** to assess emergent bilingual learners’ growth, using this data to drive differentiated instruction.
- ILT will work with teachers to develop enrichment activities that challenge high-achieving students, especially in tested grades.

Specific Actions - Staff

- In October 2024, 100% of staff will engage in professional development focused on Parker’s Quality of Instruction framework, leaving with differentiated lesson plans for the first two weeks of instruction that address the needs of emergent bilingual students and high performers.
- Teachers will post daily differentiated learning objectives and demonstrations of learning (DOLs) that are aligned to the TEKS and STAAR 2.0 question types. Teachers will analyze DOL data to make strategic instructional adjustments for both struggling students and advanced learners.
- Teachers will participate in weekly PLCs focused on high-leverage differentiation strategies, content planning, and data-driven instruction. These PLCs will emphasize tiered instruction that meets the needs of all learners.
- Upon learning an engagement strategy in PLC, teachers will immediately implement these strategies in their daily lesson cycle, with a specific focus on engaging emergent bilingual students and providing enrichment for high-performing students.
- Teachers will script differentiated practices into their lesson internalizations, ensuring that both lower-performing and advanced students receive appropriate challenges.
- Teachers will implement feedback on their lesson internalizations within 36 hours of receiving ILT feedback, adjusting their plans to better meet the needs of all students.
- Teachers will apply both in-the-moment and written feedback immediately to improve differentiation during instruction.
- Teachers will administer and analyze interim TELPAS data to inform differentiated instruction for emergent bilingual and multilingual learners, adjusting instructional strategies based on language proficiency levels.
- Teachers in tested grades will incorporate enrichment activities in their lessons to challenge high performers, ensuring that all students are engaged and growing academically.

Key Action Two: Develop and Implement a Differentiation Framework to Grow Staff Capacity and Increase Academic Achievement for All Students, Focusing on Emergent Bilingual Learners and High Performers

Staff Development Plan

Key Action Two	Who: Teachers, Teaching Assistants and ILT
	What: High Quality Engagement Professional Development and EB/ML Professional Learning Community
	During the week of August Pre-Service, 100% of teachers and teaching assistants will attend 4 hours of Parker High Quality Engagement Professional Development. This professional development will be focused on the implementation of multiple response strategies and total physical response to increase language development in our students beginning the first day of school. Beginning the first day of school, every lesson will be expected to have at least four different engagement strategies, sentence stems, and an introduction of critical vocabulary. Additionally, all staff members will be trained on Parker normed non-verbal gestures that promote strong communication across all grade levels and contents for the 2024-2025 academic school year.
	During the 9/3/2024, 10/3/2024, 11/8/2024, 1/6/2025, 2/14/2025, 5/2/2025 professional development days, 100% teachers and teaching assistants will engage in differentiated content Parker HQI training. During these content sessions, the Instructional Leadership Team and Teacher Leadership (proficient II, exemplary I and exemplary II teachers) will support staff with intentional strategies that increase language proficiency for all learners. Leadership will support the vertical alignment of total physical response vocabulary words. This small gesture will have a large impact on Parker EB and ML’s cognitive capacity and connection to vocabulary. Additionally, there will be professional development on differentiation and scaffolds through visual aid implementation (manipulatives, pictures, drawings, charts, graphic organizers, anchor charts, and video clips) to support objective and academic vocabulary mastery.
	Every Wednesday throughout the school year will have a professional learning community rotating between the topics of lesson internalization/execution, data-driven instruction and engagement strategies. The prioritized PLC engagement strategies will be: think-pair-share, choral response, table talk, response cards and white boards. These five strategies are the campus focus to ensure strong alignment with the TELPAS growth goal for every emergent bilingual and multilingual learner. In addition to these engagement strategies, 100% of teachers will be trained on QSSSA, strong question types and gamified learning. This will result in stronger engagement and heavier cognitive lift of emergent bilingual and multilingual learners, which will lead to higher language growth and student achievement.
When: August 1-9, 2024 Pre-Service; September 3, 2024; October 3, 2024; November 8, 2024; January 6, 2025; February 14, 2025; May 2, 2025; every Wednesday throughout the 2024-2025 academic calendar.	
Where: Parker Elementary Music Magnet	

Key Action Two: Grow teacher content capacity in high quality instruction in every PK through 5th grade classroom.

Budget Plan

Proposed Item	Description	Amount
Staff Development	Campus Based	\$0
Materials / Resources	Eureka Math SAVVAS	
Purchase Services	IXL Math & Reading (Kinder - 5th); Science (5th)	\$16,145.00
	STAAR Masters Math & Reading (3rd-5th)	\$14,000.00
	Really Great Reading Campus Wide	\$15,127.20
	Pebble Go	\$1,999.00
Other	N/A	\$0
TOTAL COST	\$47,271.20	

Funding Sources: General Funds and PTO

Key Action Three

Key Action Three

Close Achievement Gaps in Reading and Math for Black and Hispanic Students

Indicators of Success

- By June 2025, 67% of Black students and 53% of Hispanic students will reach the achievement target in Reading, as defined by TEA Domain 3 accountability.
- By June 2025, 49% of Black students and 67% of Hispanic students will reach the achievement target in Math, as defined by TEA Domain 3 accountability.
- By the end of the first semester, the percentage of Black and Hispanic students meeting expected growth from BOY to MOY NWEA MAP will increase by 10% from the previous year.
- By May 2025, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust, Engage & Deliver) on the monthly average of spot observation scores.
- By June 2025, the percentage of Tier 2 and Tier 3 Black and Hispanic students achieving "approaches" or higher on the STAAR Reading and Math assessments will increase by 10%.
- By June 2025, 90% of Tier 2 and Tier 3 Black and Hispanic students will meet or exceed their individual growth goals on the NWEA EOY MAP assessment.

Specific Actions - School Leaders

- Ensure the school has a designated primary and secondary At-Risk Coordinator on the iDelegate platform to monitor interventions for at-risk students, focusing on Black and Hispanic student subgroups.
- Ensure all teachers identify "at-risk" students by class by September and create individualized action plans to address learning gaps through data conversations during planning time.
- Use mini-assessments and formative data to monitor and evaluate progress for Black and Hispanic student groups.
- Establish a committee to monitor the performance of at-risk student groups, ensuring interventions are effectively addressing academic disparities.
- Schedule regular meetings to assess intervention effectiveness and offer both academic and non-instructional support, such as counseling, where necessary.
- Utilize differentiated instruction strategies, such as small-group instruction and tutoring sessions specifically targeting underperforming Black and Hispanic student groups.
- Regularly adjust interventions based on formative assessment data (DOLs, unit assessments), digital resource usage, and absenteeism rates.
- Provide professional development for campus leaders and teachers to conduct Professional Learning Communities (PLCs) focused on analyzing student performance data by subgroup and addressing achievement gaps.
- Establish a consistent schedule for data review meetings where teachers and instructional leaders review assessment data (formative, BOY, MOY, and EOY) to determine instructional strategies for Black and Hispanic students.
- Ensure PLCs address achievement gaps and focus on closing disparities between White, Black, and Hispanic students, using actionable student data to guide instructional adjustments.

Specific Actions – Staff

- Facilitate data-driven decisions to implement targeted interventions such as tutoring, small-group instruction, or resource adjustments aimed at Tier 2 and Tier 3 students, focusing on Black and Hispanic student groups.
- Continuously track progress on intervention effectiveness and adjust teaching strategies to ensure consistent student growth.
- Use assessment data (NWEA MAP, STAAR, unit assessments) to identify achievement gaps for Black and Hispanic students. Develop targeted lesson plans to address specific skill gaps and adjust instruction based on ongoing student progress.
- Provide regular small group instruction for students identified as performing below grade level. Schedule additional after-school or in-class tutoring sessions for underperforming Black and Hispanic students.
- Implement culturally responsive teaching strategies to connect learning materials to the backgrounds and experiences of minority students. Include more diverse representation in reading materials, discussions, and examples used in class.
- Conduct regular formative assessments (exit tickets, quizzes, mini-assessments) to monitor the progress of Black and Hispanic students and adjust instruction accordingly. Review data weekly to adapt lesson plans to students' evolving needs.
- Collaborate with the campus At-Risk Coordinator to identify and monitor the progress of at-risk Black and Hispanic students. Work with interventionists to create individualized plans, tracking performance on a bi-weekly basis.
- Participate in weekly PLC meetings to review data on student performance by subgroup, analyze root causes of gaps, and collaboratively develop strategies to address underperformance.
- Provide timely, specific, and actionable feedback to students on their academic progress, with a focus on Black and Hispanic student groups. Use one-on-one conferences to set individual goals and track progress.
- Regularly communicate with parents of Black and Hispanic students about academic progress and offer resources for home support. Organize workshops or meetings to inform families about how they can assist with their child's learning.
- Develop individualized learning plans for Black and Hispanic students performing below grade level, tailoring instructional strategies to meet their unique needs, incorporating additional scaffolding and supports.
- Work closely with instructional coaches to refine teaching practices, with a focus on closing achievement gaps. Participate in coaching cycles, classroom observations, and feedback sessions to improve instructional delivery.

Key Action Three: Campus will improve performance for [insert student group] in achievement and/or growth.

Staff Development Plan

Key Action Three	Who: Teachers, Teaching Assistants and ILT
	What: Closing the Achievement Gap Professional Development and Data-Driven Instruction PLC:
	During the week of August Pre-Service, 100% of teachers and teaching assistants will attend 4 hours of professional development focused on closing the achievement gap for minority students. This training will emphasize using data-driven instruction, culturally responsive teaching strategies, and small-group interventions to target learning gaps from the first day of school. Teachers will learn how to analyze classroom data, identify underperforming student groups, and implement personalized interventions. All lessons will be expected to incorporate differentiated instruction, targeted small groups, and culturally relevant teaching materials to support minority students.
	Throughout the 9/3/2024, 10/3/2024, 11/8/2024, 1/6/2025, 2/14/2025, and 5/2/2025 professional development days, 100% of teachers and teaching assistants will participate in data-driven instructional training. These sessions, led by the Instructional Leadership Team and Teacher Leaders, will focus on creating actionable plans for student growth, particularly for Black, Hispanic, and economically disadvantaged students. Teachers will refine their skills in small group instruction, use of formative assessments, and culturally responsive teaching to close identified achievement gaps.
	Every Wednesday, the Professional Learning Community (PLC) will rotate topics between data-driven instruction, culturally responsive engagement strategies, and lesson planning. The PLC will focus on high-impact strategies like differentiated instruction, progress monitoring, and student interventions to ensure alignment with growth goals for minority students. Additionally, teachers will be trained on strategies like small-group instruction, frequent formative assessments, and real-time feedback to improve outcomes for all learners. These targeted PLC sessions will lead to stronger student achievement and growth for Parker’s minority student populations.
When: August 1-9, 2024 Pre-Service; every Monday and Thursday throughout the 2024-2025 academic calendar.	
Where: Parker Elementary Music Magnet	

Key Action Three: Grow teacher content capacity in high quality instruction in every PK through 5th grade classroom.

Budget Plan

Proposed Item	Description	Amount
Staff Development	Campus Based	\$0
Materials / Resources	Eureka Math SAVVAS	
Purchase Services	IXL Math & Reading (Kinder - 5th); Science (5th)	\$16,145.00
	STAAR Masters Math & Reading (3rd-5th)	\$14,000.00
	Really Great Reading Campus Wide	\$15,127.20
	Pebble Go	\$1,999.00
Other	N/A	\$0
TOTAL COST	\$47,271.20	

Funding Sources: General Funds and PTO

Key Action Four

Key Action Four	Strengthen Instructional Leadership to Improve Student Achievement and Growth
	<p>Indicators of Success</p> <ul style="list-style-type: none"> • By December 2024, 60% of teachers' SPOT observations conducted by Tier 2 leaders will score 4 points in the Engage & Deliver category, increasing to 85% by May 2025. • By December 2024, 60% of teachers' SPOT observations conducted by Tier 2 leaders will score 3 points in the Monitor & Adjust category, increasing to 85% by May 2025. • By January 2025, 60% of the Parker ILT will achieve a proficiency rating of 22 on the LEAD rubric, rising to 100% by May 2025. • By January 2025, 15% of teachers will join the Parker Braintrust Board, increasing to 25% by May 2025. • By October 2024, APs will spend at least 75% of their time conducting classroom walkthroughs, supporting instructional delivery, and providing feedback across all content areas. • By October 2024, APs will lead effective, content-specific PLCs (Math, Science, Social Studies, ELA) and ensure consistent implementation of data-driven instruction and high-impact teaching strategies.
	<p>Specific Actions - School Leaders</p> <ul style="list-style-type: none"> • The Principal will conduct biweekly calibration walks using the HISD SPOT and IRT forms with the ILT, inviting the EDF and Leadership Development team for instructional coaching alignment. • The Principal will lead biweekly 1:1 walkthroughs with each Tier 2 leader to ensure high-quality feedback is given to teachers, providing in-the-moment coaching to Tier 2 leaders. • The HISD SPOT Dashboard will be used to monitor classroom walkthrough data, instructional practices, and teacher engagement. • Assistant Principals (APs) will spend 75% of their time observing instruction, providing real-time feedback, and supporting teachers in utilizing high-impact strategies such as differentiated instruction, culturally responsive teaching, and small-group interventions. • Each AP will lead a specific content area (Math, Science, Social Studies, or ELA) to ensure subject-specific best practices are implemented with fidelity. APs will facilitate weekly PLCs for their content area, focusing on instructional planning, delivery, and data-driven adjustments. • APs will lead quarterly data reviews to track progress for minority students, economically disadvantaged students, and emergent bilingual learners. Instructional adjustments will be made to ensure continued student growth.
<p>Specific Actions - Staff</p> <ul style="list-style-type: none"> • APs will guide weekly PLC meetings, where teachers will analyze classroom data, identify learning gaps, adjust instruction, and implement strategies to improve both achievement and growth. • APs will ensure that PLCs are aligned to campus goals, particularly for closing achievement gaps for underperforming student groups, using formative assessments, student data, and instructional strategies. • APs will collaborate with the ILT to ensure that content-specific professional development is aligned with campus goals and supports teachers in mastering instructional strategies that lead to measurable student growth. • The ILT will provide daily in-the-moment coaching and/or written feedback at least twice per month for all teachers using the HISD SPOT form. Feedback will be stored in the HISD Spot Dashboard for review by the Principal. • The ILT will engage in biweekly calibration walks and leadership meetings to review instructional data trends, ensuring 100% of students are receiving high-quality instruction. These meetings will also include a Get Better Faster book study for leadership development. 	

Key Action Four: Grow instructional leadership density across Tier 2 and teacher leaders.

Staff Development Plan

Key Action Four	Who: Teachers, Teaching Assistants and ILT
	What: High Quality Coaching and Feedback Cycle for Instructional Leadership Team: Every last Thursday of the month after-school, the instructional leadership team and teacher leadership (Grade Level Chairs) will have leadership meetings. The Parker Teacher Leadership will comprise of 10 teacher leaders, who hold at least Proficient II in their 2023-2024 EOY Teacher Screener. These Grade Level Chairs will have opportunities to engage in increased campus decision-making, professional development and coaching due to their strong instructional practices demonstrated in 2023-2024. The members will facilitate at least 3 professional developments for all teachers throughout the 2024-2025 school year. Grade Level Chairs members will have opportunities to facilitate high quality instruction and high-quality engagement PD during August in-service, 9/3/2024, 10/3/2024, 11/8/2024, 1/6/2025, 2/14/2025, 5/2/2025. After each PD Day, the ILT and GLCs will have a reflection meeting facilitated by the Principal to tighten up their professional development delivery. The principal will engage in biweekly 1:1 walkthroughs with each member of the instructional leadership team. This will ensure every member of the instructional leadership team is growing in their coaching and feedback cycle across all grade levels and contents. To ensure strong alignment across the Parker ILT, the principal will also facilitate biweekly ILT calibration walks. This means that every instructional leadership team member is collaborating on quality instruction and receiving individualized support to increase their coaching capacity. Additionally, the executive director, senior executive director and members of the leadership professional development team will be invited on calibration walks to strengthen the ILT's capacity. By having a streamlined system to increase instructional capacity, teachers will receive higher quality feedback by the ILT and GLCs. This will result in higher academic achievement and growth for all Parker students.
	When: August 1-9, 2024 Pre-Service; September 3, 2024; October 3, 2024; November 8, 2024; January 6, 2025; February 14, 2025; May 2, 2025; monthly leadership meeting; biweekly calibration walks
	Where: Parker Elementary Music Magnet

Key Action Four: Grow instructional leadership density across Tier 2 and teacher leaders.

Budget Plan

Proposed Item	Description	Amount
Staff Development	Campus Based	\$0
Materials / Resources	Get Better Faster	\$0 (books available on campus)
	Emotional Intelligence 2.0	
	Creativity Inc.	
Purchase Services	HISD Leadership & Professional Development Department	\$0
	Magnet Programming Conference	\$10,000
	Special Population Conference	
Other	Leadership Training Conference	\$0
	N/A	
TOTAL COST	\$10,000	

Funding Sources: General Funds and PTO

2024-2025 Student Achievement Goals

As a result of the planned actions, Parker Elementary students' academic proficiency will increase. Specifically, Parker Elementary School establishes the following student achievement goals:

Goal 1 – Reading Proficiency

- **Goal 1a:** In the 2024-2025 school year, Parker Elementary students in grades 3-5 will grow 1.4 times the average U.S. growth in Reading as measured by the NWEA MAP assessment using the mean RIT score for each grade level.
 - **Goal 1b:** 60% of students in grades 3-5 will score above the 50th percentile in Reading as measured by the NWEA MAP assessment.
 - **Goal 1c:** The percentage of students achieving "Meets" or higher on the STAAR Reading assessment will increase from 46% to 60% by June 2025.
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Goal 2 – Math Proficiency

- **Goal 2a:** In the 2024-2025 school year, Parker Elementary students in grades 3-5 will grow 1.5 times the average U.S. growth in Math as measured by the NWEA MAP assessment using the mean RIT score for each grade level.
 - **Goal 2b:** 60% of students in grades 3-5 will score above the 50th percentile in Math as measured by the NWEA MAP assessment.
 - **Goal 2c:** The percentage of students achieving "Meets" or higher on the STAAR Math assessment will increase from 49% to 65% by June 2025.
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Goal 3 – Closing Achievement Gaps

- **Goal 3a:** By June 2025, the Reading achievement gap between White and Black students will decrease by 10 percentage points, from 18% to 8%, as measured by the STAAR Reading assessment.
 - **Goal 3b:** By June 2025, the Math achievement gap between White and Hispanic students will decrease by 12 percentage points, from 36% to 24%, as measured by the STAAR Math assessment.
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Goal 4 – Growth in Tier 2 and Tier 3 Students

- **Goal 4a:** By the end of the 2024-2025 school year, 75% of Tier 2 and Tier 3 students will meet or exceed their individual growth goals in Reading on the NWEA EOY MAP assessment.
- **Goal 4b:** By the end of the 2024-2025 school year, 80% of Tier 2 and Tier 3 students will meet or exceed their individual growth goals in Math on the NWEA EOY MAP assessment.