

| Key Action One | |
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| Key Action One | Improve staff capacity to provide high quality instruction |
| | Indicators of Success <ul style="list-style-type: none"> • 75% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026. • 80% of the teachers will average 6 points or higher on Engage and Deliver and Monitor and Adjust as defined by MOY spot averages by January 2026; that average will increase to 7 points by May 2026. • IRT 1 and 2 scores will average at or above 10 and will increase to 11.5 by IRT 4 May 2026 |
| | Specific Actions - School Leaders <ul style="list-style-type: none"> • Train teachers on the “Great 8” and DOK questions during the August PD and thread throughout the year during Campus PD days. • Monitor student data through writing samples, DOLs, and authentic student work • Provide on-the-spot coaching regularly around best practices for Engage and Deliver and Monitor and Adjust domains. • Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching • Facilitate effective planning systems during weekly PLCs that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities. • In July revise the master schedule to include protected daily time for small group instruction, intervention, and enrichment, ensuring alignment with HQIM and core instructional blocks. • Design and implement a structured pullout schedule for SPED, Dyslexia, and RTI services that minimizes disruptions to Tier 1 instruction and ensures timely student support. • Monitor teacher adherence to the revised instructional schedule, providing coaching and support to shift mindsets around structured small group time and reducing overreliance on teacher autonomy. |
| | Specific Actions - Staff <ul style="list-style-type: none"> • Adhere to the revised master schedule that includes designated time for small group, intervention, and enrichment instruction. • Engage weekly in effective PLCs focused on lesson internalization, the “Great 8”, and data analysis. • All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective high quality instruction. • Implement the use of engagement strategies and aggressive monitoring techniques daily. • Engage in daily planning consisting of lesson internalization, customization, and demo’ing to ensure effective delivery of instruction. • Respond openly to on-the-spot coaching both in the moment and /or during planning. • Utilize sheltered instruction techniques, visual supports, anchor charts, and vocabulary-building routines to create a language-rich environment for all students. • 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. |

| Key Action Two | |
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| Key Action Two | Improve Utilization of High-Quality Instructional Materials to Support All Learners |
| | Indicators of Success <ul style="list-style-type: none"> • By March 2026, 90% of teachers will demonstrate standards-aligned planning using HQIM, scoring at least a 2 on the Planning & Professionalism rubric: <i>"The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards."</i> • By December 2025, 100% of Tier 3 and GT students will participate in targeted small group instruction or enrichment aligned to TEKS and HQIM, as evidenced by student group rosters and submitted lesson plans. Effectiveness will be measured by a minimum of 50% of Tier 3 students and 90% of GT students demonstrating 1.6 years growth at EOY for NWEA in Reading and Math. • By December 2025, 60% of core content teachers will consistently implement real-time instructional adjustments using in-the-moment student data (e.g., MRS, DOLs) as evident by average of 3 or higher on Monitor and Adjust; with a point average of 4 increase by May 2026 for at least 30% of core content teachers. |
| | Specific Actions - School Leaders <ul style="list-style-type: none"> • Train teachers on how to scaffold rigorous HQIM tasks using campus-created supports and exemplars, rather than replacing or diluting content. • Coach teachers on how to use in-the-moment data—such as pair & share, quick response cards, and aggressive monitoring—to adjust instructional decisions in real time. • Observe small group instruction regularly, providing feedback on alignment to HQIM and effectiveness of intervention/enrichment strategies. • Model how to plan for and implement small group instruction aligned to the daily TEKS objective, with differentiation for both struggling learners and high achievers. • Monitor campus planning protocols and PLCs to ensure teachers are internalizing how to adapt HQIM for all learners while maintaining rigor and using data to inform grouping and lesson design. • Calibrate as an instructional leadership team to identify and coach for evidence of standards alignment, immediate feedback, and purposeful student tasks. |
| | Specific Actions - Staff <ul style="list-style-type: none"> • Use HQIM and district resources to plan scaffolded supports and rigorous enrichment opportunities tied directly to the daily objective. • Coordinate with SPED, RTI, and Dyslexia staff to ensure pullouts occur during designated windows and minimize disruption to core instruction. • Plan and deliver purposeful small group instruction weekly for both intervention (Tier 3) and enrichment (GT/high achievers), using student data to drive decisions. • Use aggressive monitoring, student responses, and real-time work checks to adjust instruction and grouping during lessons. • Design student tasks that allow for immediate feedback, such as live grading, peer reviews, or conferencing, to reduce reliance on post-lesson grading. • Engage fully in PLCs to internalize HQIM lessons, analyze student data, and collaborate on instructional decisions that support all learners. • Submit weekly plans and small group schedules that show alignment between HQIM, student data, and targeted instructional practices. |

| Key Action Three | |
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| Key Action Three | Improve the Quality of Instruction for Emergent Bilingual (EB) Students |
| | Indicators of Success <ul style="list-style-type: none"> • By May 2026, 80% of 2nd grade bilingual students and 75% of transitioning EB students in Grades 3–5 will meet or exceed expected growth on NWEA Reading. • At least 60% of EB students will show projected growth of one proficiency level on the TELPAS practice by March 2026, with a 15% increase in students advancing more than one level over the previous year for EOY. • 100% of bilingual/ESL classrooms will implement a fully departmentalized model with aligned schedules and demonstrate instructional fidelity through walkthroughs and teacher performance, with at least 80% scoring 5 or higher on the "Engage and Deliver" domain by May 2026, specifically on the <i>use of visuals, sentence stems, gestures, and other supports for all students</i>. |
| | Specific Actions - School Leaders <ul style="list-style-type: none"> • Redesign the bilingual model by transitioning 2nd grade into a bridge year that prepares students for full English instruction beginning in 3rd grade, using data-driven ELD and content instruction with a language rich environment. • Realign 3rd grade instructional teams to better support transitioning EB students with increased access to scaffolds, embedded language support, and extended vocabulary development. • Implement a departmentalized model in bilingual/ESL classrooms to allow teachers to become content-area experts, increasing the quality and depth of instruction in Reading, Math, and SLAR. • Ensure bilingual teachers are paired strategically (e.g., English/SLAR teacher + Math/Science bilingual teacher) to support students through structured transitions between languages and content. • Monitor the effectiveness of the departmentalized model by tracking student performance across both bilingual and English cohorts, and adjusting support based on trends. • Provide regular coaching and feedback to bilingual teachers on ELD best practices, use of ELPS, and integration of academic language supports. • Develop a bilingual data dashboard that disaggregates student growth data by language program and grade level to identify transition gaps early. |
| | Specific Actions – Staff <ul style="list-style-type: none"> • Second-grade bilingual teachers will implement targeted ELD instruction daily, using rigorous materials that accelerate language acquisition and content comprehension. • All bilingual/ESL teachers will participate in PD focused on second language acquisition strategies, bridging techniques, and supporting EB students in departmentalized models. • Bilingual teachers will collaborate in strategic content vertical planning (e.g., English/SLAR and Math/Science) to co-plan instruction, ensuring consistency across English and Spanish cohorts. • Teachers will use data from NWEA, DIBELS (for K–1), and classroom assessments to adjust instruction for both language and content mastery. • Participate in PLCs that prioritize lesson internalization through a language lens, ensuring all content areas are accessible to EB students. |

| Key Action Four | |
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| Key Action Four | Improve the Campus Leadership Density |
| | Indicators of Success <ul style="list-style-type: none"> 80% of new-to-Parker teachers assigned to an Assistant Principal for targeted coaching and support will score Proficient or higher on Spot Observations by January 2026; increasing to 90% by May 2026. By the end of the academic year, 65% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot. At least 25 staff members will participate in a Campus Braintrust by Spring 2026, contributing to key decisions and initiatives, with 100% reporting increased confidence in their leadership capacity via an end-of-year reflection survey. |
| | Specific Actions - School Leaders <ul style="list-style-type: none"> Assign each Assistant Principal with at least two new-to-Parker teachers who they will provide weekly coaching, spot feedback, and planning support focused on engagement and alignment to HQIM. Provide targeted development for newer assistant principals through real-time coaching, side-by-side instructional walks, and stretch leadership opportunities (e.g., leading PLCs, data dives, and family engagement sessions). Principal will facilitate weekly leadership team calibration walks using spot observation data and instructional look-fors to build alignment and deepen instructional leadership skills. Design and launch Campus Braintrusts, creating space for teacher leaders and interested staff to join decision-making bodies tied to school improvement, culture, and instruction. Regularly review spot observation data to monitor both teacher and leader growth, using trends to inform leader development goals and supports. Reinforce leadership huddles and data touchpoints to ensure coherence in coaching messaging, teacher expectations, and next-step feedback across the admin team. |
| | Specific Actions - Staff <ul style="list-style-type: none"> New-to-Parker teachers will engage in biweekly coaching sessions with their assigned AP and respond to spot observation feedback through goal setting and lesson adjustments. All staff members will have the opportunity to join a Campus Braintrust to support key initiatives such as instructional programming, school climate, and data-informed planning. Teacher leaders participating in Braintrust will lead or co-lead at least one campus initiative or PLC cycle, with support from school leaders. All teachers will engage in reflection and goal setting based on spot observation feedback and campus walkthrough trends. Staff will provide feedback on leadership support and collaboration through mid-year and end-of-year surveys to continuously refine leadership systems and 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. |