Academic

Content Area(s)	Grade Level(s)	Priorities
Math	PreK-5	Priority 1 Focus
ELAR	PreK-5	Priority 2 Focus
STEM	PreK-5	Priority 3 Focus

Attendance

Target Goal 96%	Campus Percentage	Achieved Goal
1st Grading Period	95.08%	No
2nd Grading Period	94.06%	No
3rd Grading Period	93.19%	No
4th Grading Period	92.12%	No
5th Grading Period	93.93%	No
6th Grading Period		No

Behavior

Target Goal 60 (10 per GP)	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period	3	Yes
2nd Grading Period		No
3rd Grading Period		No

Behavior		
Target Goal **==60 (10 per GP)==**	**Total of ISS/OSS Suspensions**	**Achieved Goal**
4th Grading Period		No
5th Grading Period		No
6th Grading Period		No

Whole School Culture

● **Procedures**
● **Maximize Instructional Time**
    ○ **Behavior (ISS/OSS Targets)**
    ○ **Attendance**

Guiding Questions
● How do you assess your climate and culture? Frequency? ● How do you track whole school culture? What is your campus goal? ● How do you implement and track classroom culture? What is your process for coaching? ● What is the system for monitoring the increase of suspensions? ● What is the system for monitoring proportional suspensions by student groups? ● What is your proactive plan to reduce loss of instructional time due to ISS/OSS? ● What is your recovery plan to address loss of instructional time due to absenteeism? ● What student behavior modifications and system improvements are necessary to take you from your current culture to your ideal culture? ● What are strategies to increase student/teacher attendance and time on task? ● What support will be needed or put in place for the variety of social emotional needs of your students?

2023-2024 Target Goal: ==**Parkway will be a campus that is inclusive and collaborative, where staff members work together to foster an environment in which students can learn and grow academically and socially.**==		
Campus Action Steps	**Evidence**	**Campus Self-Assessment**

Implement system to track Whole School and Classroom Culture. Data is regularly reviewed to identify trends and adapt accordingly. Campus goal is >90% engagement.	**Observation/Feedback Tool** **Whole School Culture Dashboard**	**Red**
Implement PBIS Management System school-wide and incorporate incentives	**Referral Tracking** **Student/Teacher Rewards (attendance)** **Panther Store**	**Red**
Implementation of SEL and materials for a "calming room" and "calming areas" within classrooms, such as fidget spinners, stress balls, white boards, crayons, coloring books, headphones etc.	**Morning Meetings (daily)** **SEL Journaling (writing using SEL Prompt)** **Check In/Check Out** **Play Games (build SEL skills)**	**Red**
Appropriately challenge students and improve student outcomes by engaging students in meaningful independent (small group/ differentiated instruction) content tasks that include an accountability component.	**Alignment of lesson plans to observed practices** ● PLC agenda/minutes ● Analysis of student work to look for evidence of student learning ● **Panther Academy Intervention Data Tracker**	**Red**
Foster team mentality through providing fees and competition attire for students competing in district competitions, such as Hispanic Heritage Bowl, Battle of the Books, Black History Quiz Bowl, UIL, Spelling Bee, etc.	**Participation in district competitions wearing matching shirts**	**Green**
Provide bookcases, carts, bins, rugs, carpets, etc. for all reading classrooms in order to promote equitable learning environments.	**Use of bookcases, bins, rugs, carpets in the classroom**	**Yellow**
Provide resources along with food and beverages for lengthy meetings for community involvement events.	**More community involvement events**	**Red**
Materials and professional development for AVID implementation: Binders, sheet protectors, binder dividers, lined paper	**Proper use of AVID strategies across the campus**	**Red**

Professional Learning Community
● **Protocol Implementation** ● **HQIM Implementation**

Guiding Questions

- What walkthrough forms guide your observation of the instructional program/curriculum?

- How do you monitor internalization/lesson plans?

- How are monitoring teachers on them formatively assessing students throughout the lesson and how will that inform your feedback on their instruction?

- What artifact would you collect to ensure effective lesson planning and instructional delivery?

- What system exists to ensure calibration is evident within your instructional team?

- How do you ensure high quality Tier I instruction in all classrooms?

- What is the protocol used for PLCs that outlines the intended deliverable?

- What is the frequency of your PLCs? Who attends regularly?

- What is a targeted PLC by content and grade level you will attend?

- How do you monitor student achievement by student groups in your PLCs?

2023-2024 Target Goal: ==Provide instructional support for teachers to promote student achievement, growth, and mastery of academic standards across content areas.==

Campus Action Steps	Evidence	Campus Self-Assessment
Review Internalized Lessons Weekly	**Upload internalized lesson plans into Campus Google Drive**	**Red**
Look Back/Look Forward Protocol	**Deep Data Dives, LRPs, and CFAs and Benchmark; Bi-Weekly Assessment**	**Red**
Implementation of Interventions	**Panther Academy, Data Folder, Intervention Log and Calendar, RTI, MTSS**	**Red**
Implementation of District Curriculum with fidelity	**Internalized lessons by teacher, pacing, exit tickets, formal assessments, and instructional coaching,walk-through utilizing feedback tool**	**Red**
Provide professional development opportunities to staff members (either on or off campus)	**Implementation of learned content from Professional Development sessions**	**Red**
Provide books for campus-wide book study	**Conduct a book study as a school and have discussions throughout the year**	**Red**
Provide materials with school logo for use within the school building and for community events and job fairs.	**Use of materials by teachers and staff members.**	**Red**
Provide learning opportunities for teachers, such as Professional Development and conferences	**Attendance of teachers/staff members at conferences**	**Orange**

Content Area Improvement

- **Identify 2-3 top areas of opportunity:**
  - **Math**
  - **RLA**
  - **Science**
  - **Social Studies**
- **Develop 2-3 strategies for improvement in each identified subject.**

Guiding Questions

- What system exists for providing coaching and feedback to teachers?

- What system exists for placing tiering teachers for target support for improvement in instructional practice?

- What rubrics/walkthrough forms guide your observation of the instructional program at your campus?

- What is the frequency of assessments for targeted areas of improvement?

- How do you ensure high quality Tier I instruction in all classrooms?

- How are you monitoring student accommodations and achievement by student groups?

- How are you monitoring student proficiency on the identified power standards by subject and grade level?

- What relevant activities are in place for students who demonstrate mastery to extend their learning?

- What systems do you have for ensuring your campus is on track to meet/exceed progress goals <u>prior to and outside of</u> district assessments (CFA/WBM/SBM)?

2022-2023 Target Goal:
- **% of 3-5 graders will achieve meets standard on Math STAAR**
- **% of 3-5 graders will achieve meets standard on Reading STAAR**
- **% of 3-5 graders identified as economically disadvantaged will achieve meets standard on Reading STAAR**

Campus Action Steps	Evidence	Campus Self-Assessment
Campus instructional leaders ensure teachers are adapting instruction and materials through the internalization process in Benchmark (**Reading**) and Eureka (**Math**). Team will walk every Monday to calibrate and identify teachers for coaching based on observation and	**Walkthrough Forms** **Exemplar Internalizations**	Yellow

data.		
30 minute daily intervention/enrichment blocks are built into the schedule for **reading** and **math**. Groups are formed using assessment data and co-pilot reports.	**Panther Academy Spreadsheet** **Dreambox** **Istation** **Lexia**	Yellow
Instructional Digital Learning with use of Chromebooks and headphones daily: Progress Learning, Flocabulary, NeoGeographic, MobyMax	**Monitoring daily use through digital platforms**	Red
Acquire **new** desktop computers for the computer lab that can be used for instruction, as well as digital learning and testing purposes.	**Increased use of digital learning resources during computer lab time, use during intervention, use during campus assessments (MAP, quick checks, etc)**	Red
Additional resources to promote Tier 1 instruction: whiteboards, dry erase markers, clipboards, paper clips, card stock, pencils, pencil sharpener, erasers, folders, notebooks, paper, index cards, sticky notes, regular headphones for use in class, recommended Eureka additional materials, color printers, ink/toner, laminating sheets, organizational bins, anchor chart paper (with and without lines), primary journals, red and white beads, etc.	**Use of materials within the classroom**	Yellow
Resources to guide instruction: classroom library, class set of dictionaries and thesauruses, manipulatives, class set of books, station resources, games, letter tile kits, decodable texts, materials to support STR, etc.	**Use of material within the classroom**	Green
Invest in STAAR Review resources for Science, Math, and Reading	**Improvement on STAAR upon utilization of STAAR review resources**	Red
Provide students with the opportunity to engage in core subject learning and STEM in a real world setting by traveling via bus to various places in the community (ex. Zoo, Urban Air, museum etc) and incorporating activities in the classroom that relate to field trips (pre-activities, post-activities).	**Field trips relevant to what students are learning**	Green
Acquire 50 chromebooks and 2 chromebook carts in order for more Chromebooks to be in use within classrooms.	**Increased use of digital learning resources during intervention and small group time and use during campus assessments (MAP, quick checks, etc)**	Red

Compensate teachers to provide after school tutoring in order to close gaps and prepare students for STAAR.	**Students will be assigned to tutoring groups according to the content area of need.**	**Red**
Obtain tablets for use with STEM curriculum and in Pre-K classrooms.	**STEM activities that require a tablet will take place and Pre-K students will partake in digital learning.**	**Red**