

Waco Independent School District

Parkdale Elementary School

2020-2021 Goals/Performance Objectives/Strategies



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Goals

Goal 1: Increase student achievement for all student populations.





Performance Objective 1: Develop and implement plans, systems and processes to focus on targeted Tier 1 planning and instruction by aligning curriculum, lesson objectives, success criteria, and assessments to ensure academic success for all students.

Evaluation Data Sources: STAAR Results, A-F Rating, DDI process in PLC, TCA and DBA, Mock STAAR

<p>Strategy 1: Ensure that administrators and teachers understand the A-F accountability system and clarify any misconceptions.</p> <p>Strategy's Expected Result/Impact: Teachers and campus leadership will have a clear understanding of the accountability system after campus accountability training for campus leadership. The leadership team will train all campus teachers on highest leverage of improvement in student achievement, specifically growth for Reading and Math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3</p>	Reviews			
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<p>Strategy 2: Plan and implement Data Driven Instruction (DDI) and ensure instructional specialists and campus administrators are available to assist teachers with data-driven instructional planning and in-class instructional support.</p> <p>Strategy's Expected Result/Impact: DDI training for administrators, instructional specialists, and teacher team leads in grades 1-5, with a focus on backwards design with Know and Shows, teacher exemplars, lesson objectives, success criteria, and data meetings to examine student performance on standards and plans for reteaching</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 3</p>	Reviews			
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<p>Strategy 3: Students will have one-on-one data meetings with all core teachers following unit and district assessments.</p> <p>Strategy's Expected Result/Impact: Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3, 4</p>	Reviews			
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<p>Strategy 4: Provide guided reading intervention using LLI kits in small groups utilizing tutors for students in grades 3-5 who are identified as performing below grade level.</p> <p>Strategy's Expected Result/Impact: Increase in students' Lexile levels as assessed on Star Renaissance Reading and increase the number of students performing on grade level</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Tutors, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 3</p> <p>Funding Sources: LLI Kits - State Compensatory Education, Extra Duty - Teachers - Title 1</p>	Reviews			
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<p>Strategy 5: Implement evidence-based instructional strategies using best-practice intervention materials to achieve student mastery for at-risk students during in-school, after-school and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Improvement on reading progress monitoring and student performance at meet standard on STAAR in math, reading and science for grades 3-5</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal, Assistant Principal, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 3</p> <p>Funding Sources: Tutors, chart paper, Saturday school teachers - Title 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Provide evidence-based intervention practices with small group instruction, hands-on opportunities, and technology to increase student performance in math and science using instructional aides.</p> <p>Strategy's Expected Result/Impact: Development of intervention plans, which are implemented based on the level of expected student's growth on STAAR</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3 - Technology 1</p> <p>Funding Sources: Instructional aide, workbooks, manipulatives - State Compensatory Education</p>	Reviews			
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<p>Strategy 7: Provide support for students during the school day having previously earned "Approaches" or "Meets" by collaborating with teachers to develop strategies to facilitate increased student achievement.</p> <p>Strategy's Expected Result/Impact: Improvement to "Masters" level scores on STAAR assessments</p> <p>Staff Responsible for Monitoring: Tutors, Instructional Specialists, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 3</p> <p>Funding Sources: Instructional Aide - State Compensatory Education</p>	Reviews			
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<p>Strategy 8: Students will monitor their own progress using performance measures such as goal setting, data folders, progress reports, checkpoint assessments, Star Renaissance Reading and Math, and BAS levels. Students will use the data to lead parent conferences each six weeks to showcase academic and behavior goals.</p> <p>Strategy's Expected Result/Impact: Build student awareness of progress throughout the year and develop a plan to increase student achievement and a plan to reach goals</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Principal, Assistant Principal, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 9: Purchase materials including STAAR Master, Measuring Up, Mentoring Minds, STAR Ready, Kamico, and Education Galaxy to provide intervention and supplemental instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on state and district assessments</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Resource materials - State Compensatory Education</p>	Reviews			
	Formative			Summative
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<p>Strategy 10: Purchase "Education Galaxy" online assessment and intervention program to support students with a deficit in Reading and Math</p> <p>Strategy's Expected Result/Impact: Increased performance on state and district assessments</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 3 - Technology 1</p> <p>Funding Sources: Instructional resource - State Compensatory Education</p>	Reviews			
	Formative			Summative
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<p>Strategy 11: Schedule data analysis meetings with core teachers within a week following unit and district assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will identify conceptual and procedural misunderstandings to develop a specific reteach plan, feedback, and coaching support will be provided based on the effectiveness of the data meeting.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3</p>	Reviews			
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<p>Strategy 12: Conduct teacher-led one-on-one data meeting with principal and assistant principal following district assessments.</p> <p>Strategy's Expected Result/Impact: Teacher will reflect and monitor their own progress and collaborate with the principal or assistant principal on a plan for improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 3</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Goal 1: Increase student achievement for all student populations.

Performance Objective 2: Use technology to support teaching and student achievement

Evaluation Data Sources: Renaissance Learning Data to drive reading and math tier instruction and intervention

<p>Strategy 1: Use results from Renaissance BOY, MOY, and EOY data to identify student growth, deficits, and to create tutorial groups based on deficit areas.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for students identified in an intervention group</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 3 - Technology 1</p>	Reviews			
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<p>Strategy 2: Provide students with iPads, laptops, head phones and technology applications to increase performance on district and state assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: IPADS, IPAD carts, headphones, protective covers, laptops, laptop carts - State Compensatory Education</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Administer interim assessments to determine instructional needs.</p> <p>Strategy's Expected Result/Impact: Identification of students in need of additional instructional support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Computers and headphones - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Purchase "Education Galaxy" online assessment and intervention program to support students with a deficit in Reading and Math</p> <p>Strategy's Expected Result/Impact: Increase performance on campus, district, and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, computer lab aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Goal 2: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 1: Create and implement a behavior support intervention plan and student incentives for positive behavior.


Evaluation Data Sources: Discipline Reports, Safe and Civil Schools Training (Foundations and CHAMPS)

<p>Strategy 1: Create a campus safety committee and schedule meetings to discuss campus safety and concerns. Strategy's Expected Result/Impact: Safety committee will identify and address concerns related to the safety of Parkdale, Stop the Bleed Stations, safety drills are conducted each month based on district schedule Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Create and use Emergency Operations Plan based on state of Texas legislative requirements. Strategy's Expected Result/Impact: Emergency Operations Plan is submitted to district police department for review of compliance with state requirements and procedures are clearly communicated across the campus Staff Responsible for Monitoring: Assistant Principal, Principal ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Form a campus Foundations Team to create and implement a positive behavior support and intervention plan using the Tiered Fidelity Inventory (TFI). Strategy's Expected Result/Impact: Campus will have completed positive behavior support plan reflected in an increase of 5% on the TFI Staff Responsible for Monitoring: RESET Teacher, Assistant Principal, Principal, selected teachers and paraprofessionals ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Review and enforce district policy to address the threat of bullying. Strategy's Expected Result/Impact: Bullying complaints will be completed according to district policy Staff Responsible for Monitoring: Counselors, Assistant Principal, Principal ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 5: Provide form and drop box for students to anonymously report any threat of bullying. Strategy's Expected Result/Impact: Students will be able to report bullying without being identified Staff Responsible for Monitoring: Counselors, Assistant Principal, Principal ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 6: Use RESET teacher to implement social stories, behavior supports to students in RESET classroom and support teachers with behavior strategies.</p> <p>Strategy's Expected Result/Impact: Improvement in student behavior documented on Branching Minds</p> <p>Staff Responsible for Monitoring: Assistant Principal, RESET Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Salary - State Compensatory Education - 199.11.6119.00.120.30.254 - \$50,500</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, consultation, and technology tools.</p> <p>Strategy's Expected Result/Impact: Students in need of behavior supports will have an active plan in Branching Minds with evidence that includes accurately tiered students, active behavior plans, and each student will have an up-to-date progress monitoring</p> <p>Staff Responsible for Monitoring: Assistant Principal, RESET Teacher, Instructional Specialists, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p>	Reviews			
	Formative			Summative
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<p>Strategy 8: Teachers and administrators will examine Fast Form data to determine classroom behavior trends to increase implementation of proactive behavior mechanisms.</p> <p>Strategy's Expected Result/Impact: Opportunity to support teachers by providing proactive behavior strategies</p> <p>Staff Responsible for Monitoring: Assistant Principal, RESET Teacher, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Use behavior paraprofessionals to provide behavior support for teachers and complete behavior logs to monitor students' behavior.</p> <p>Strategy's Expected Result/Impact: Behavior logs completed by behavior support paraprofessionals on behavior calls will reflect a decrease in the number of discipline infractions</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Salary - State Compensatory Education</p>	Reviews			
	Formative			Summative
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<p>Strategy 10: Students will be nominated by their teachers for having "Pawsitive" behavior or exemplifying PRIDE. Students will be recognized for good behavior in the classroom and throughout the school. Students will be recognized in the classroom, on campus announcements, and posted on Parkdale Facebook.</p> <p>Strategy's Expected Result/Impact: Opportunities to build a positive school culture by recognizing good behavior traits in students</p> <p>Staff Responsible for Monitoring: RESET Teacher</p>	Reviews			
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 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Performance Objective 1 Problem Statements:

Goal 2: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 2: Sustain a safe and supportive environment to provide a secure, nonthreatening, and respectful learning environment that supports social emotional learning for all students.

Evaluation Data Sources: Student Discipline Records, Climate surveys, Drill Records, campus Professional Development





Strategy 1: Create a plan to outline the roles and responsibilities of the campus threat assessment team. Strategy's Expected Result/Impact: Will identify and address any concerns related to safety at Parkdale Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, RESET Teacher Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
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Strategy 2: Ensure administrators are trained on the implementation of threat assessment teams using the Texas School Safety Center as a resource. Strategy's Expected Result/Impact: Threat assessment team implemented with fidelity Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
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Strategy 3: Implement a No Place for Hate to support social emotional learning for all students. Strategy's Expected Result/Impact: Create a safe social emotional environment for all students Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 1: Design and Implement strategies to support teachers and staff to improve student achievement.

Evaluation Data Sources: STAAR Data, A-F rating, Unit Assessment Data

<p>Strategy 1: Teachers and administrators will be trained on the A-F accountability rating system to increase understanding and to clarify any misconceptions.</p> <p>Strategy's Expected Result/Impact: All Parkdale educators will have a clear understanding of the accountability systems which will allow the campus to identify areas of grow, areas to improve, and means to leverage improvement in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Campus leaders will attend training focused on Data Driven Instruction (DDI) and will support teachers by implementing strategies to assist with data-driven instructional planning.</p> <p>Strategy's Expected Result/Impact: Observation and feedback on Tier 1 instruction resulting in improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teacher Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Campus leaders will participate in professional development on Action Coaching to increase the effectiveness of observation and feedback.</p> <p>Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using the See It, Name It, Do It coaching protocol to increase effectiveness of feedback given to teachers resulting in improved Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal, Assistant Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Staff Development supplies - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Set student goals with teachers and students to maintain or improve "Meets" and/or "Masters" and meet growth measure for each student.</p> <p>Strategy's Expected Result/Impact: Understand the components of the accountability system, areas of improvement needed, and how to monitor growth measures for all students</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal, Assistant Principal</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3, 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Plan and implement professional development based on analyzation of walkthroughs and observation teacher data, the needs identified in all classrooms, and lesson planning.</p> <p>Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Ensure students covered under the McKinney-Vento Act are identified and accurately coded in PEIMS.</p> <p>Strategy's Expected Result/Impact: Accurate coding of students identified under the McKinney-Vento Act</p> <p>Staff Responsible for Monitoring: PEIMS Clerk</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: Ensure proper coding of students enrolled in special programs (special education, GT, 504, at-risk) and eco disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Students in special programs are accurately coded</p> <p>Staff Responsible for Monitoring: PEIMS Clerk</p>	Reviews			
	Formative			Summative
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<p>Strategy 8: Use the campus new teacher mentor coordinator and teacher mentors to provide added assistance to new teachers to review/discuss evidence-based instructional practices and classroom management strategies (September, October, and January).</p> <p>Strategy's Expected Result/Impact: Effective support for classroom teachers who are new to the profession and new to Parkdale</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, New Teacher Mentor Coordinator, Mentor Teachers</p>	Reviews			
	Formative			Summative
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<p>Strategy 9: Identify staff in need of Crisis Prevention Intervention (CPI) training. Identify staff who need the full course and those who need the refresher. Develop procedures to identify new staff that need CPI training and ensure current staff complete refresher course before certification lapses.</p> <p>Strategy's Expected Result/Impact: Improved support for students dealing with a behavioral crisis through use of proper de-escalation strategies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Goal 4: Implement strategies to attract, identify, develop, support and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience (38% with less than 5 years experience in 2020-2021)

Performance Objective 1: Implement effective practices for recruiting, developing, and retaining highly qualified personnel.

Evaluation Data Sources: Teacher Turnover Data, Number of Teachers recruited, teacher satisfaction survey

<p>Strategy 1: Deliberately partner new teachers with mentors most appropriate to their unique needs and also who will provide support for daily activities and instruction on all programs implemented at Parkdale.</p> <p>Strategy's Expected Result/Impact: Build collegiality with new personnel and assist in acclimating first-year teachers to campus processes (August). This will lead to increased retention rate for all new employees and an increase of positive comments on year-end surveys from first-year teachers and teachers new to Parkdale.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, New Teacher Mentor Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Teachers new to the campus will be offered a grade level mentor to provide support throughout the school year on the knowledge of grade-level TEKS and appropriate instructional strategies based on age-appropriate developmental stages.</p> <p>Strategy's Expected Result/Impact: Teachers will provide instruction to their students based on the appropriate TEKS level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, New Teacher Mentor Coordinator</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Teacher appreciation activities and events will be scheduled throughout the year. Events will include monthly food trucks, holiday meals, and posting on bulletin boards with monthly birthday photos. Teachers will also be recognized during teacher appreciation week.</p> <p>Strategy's Expected Result/Impact: Teachers will become an integral part of the school community and new teacher retention will increase</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Sunshine Committee Members</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Weekly Smore "Panther Pride" will be created and published to communicate weekly events, behavior support, social emotional support, instructional strategy, upcoming events, a get to know you section highlighting Parkdale teachers, quote of the week, and inspirational video or research article. Campus events could include faculty meetings, ARD/504 meetings, PLC agendas, data meetings and campus and/or district information.</p> <p>Strategy's Expected Result/Impact: Teachers will become an integral part of the school community and new teacher retention will increase</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Counselors</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
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Strategy 5: Attend local or virtual job fairs to recruit highly qualified teachers. Strategy's Expected Result/Impact: Meet and set up interviews to recruit new highly qualified teachers in an effort to counteract and ultimately decrease teacher attrition (February - June). Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
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Strategy 6: Conduct "Stay Interviews" to evaluate overall job performance satisfaction and to solicit feedback. Strategy's Expected Result/Impact: Identify strategies to retain staff and remove barriers. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Goal 4: Implement strategies to attract, identify, develop, support and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience (38% with less than 5 years experience in 2020-2021)

Performance Objective 2: Design and implement professional development to support teacher growth and student achievement (CHAMPS, Lesson Plan Training, DDI training, Accountability training).

Evaluation Data Sources: Professional development plan, PD Google forms

<p>Strategy 1: Campus administrators will attend professional development on Action Coaching to increase the effectiveness of observation and feedback.</p> <p>Strategy's Expected Result/Impact: Observation and feedback schedules including coaching to provide instructional support for teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Ensure 100% of K-3 teachers and campus leadership complete the Reading Academies prior to the start of the 2021-2022 school year, as outlined in HB 3 by the 86th Texas Legislature, 2019.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will have increased knowledge and skills in the science of reading instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide summer vertical and horizontal lesson planning opportunities for teachers to align curriculum with state standards and all grade levels are implementing evidence-based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Greater understanding of specificity of TEKS and creation of lesson plans with objectives meeting the rigor of the TEKS aligned formative checks, and reteach plans to support effective Tier I instruction</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Administrative leadership team will attend data driven instruction (DDI) planning sessions to support campus data driven planning and instruction.</p> <p>Strategy's Expected Result/Impact: Support teachers in planning lessons to close student gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teacher Team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 5: Use student achievement data to develop a 2020 professional development plan. The plan will provide differentiated opportunities for teachers based on experience level and need.</p> <p>Strategy's Expected Result/Impact: Evidence-based practices reviewed, studied, and implemented resulting in effective support for classroom teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Explore professional development programs to support increased teacher knowledge and skills on the science of reading K-5.</p> <p>Strategy's Expected Result/Impact: Professional development supports teacher passing rate on the new Science of Teaching (STR) exam and increased effectiveness of reading instruction for all students</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Goal 5: Engage families and the community to support student achievement and enhance campus goals.

Performance Objective 1: Increase opportunities for parent and family engagement.

Evaluation Data Sources: Sign-In sheets, Agendas

<p>Strategy 1: Conduct parent involvement activities throughout the year including: Open House, monthly grade level performances, Title 1 Parent Compact Review, Title 1 Parent Involvement Policy/Plan, virtual Meet the Teacher, six weeks celebrations for perfect attendance, A and AB honor roll, virtual Math/ Reading/ Science Nights, and End of Year celebrations.</p> <p>Strategy's Expected Result/Impact: Improved collaboration between parents and campus to support student success</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Specials Teachers, Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: refreshments - State Compensatory Education - 211.11.6499.00.120.30.000 - \$4,000, supplies - State Compensatory Education - 211.11.6399.00120.30.000 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Host virtual "Meet and Greet" for parents and students to meet their teacher and paraprofessional.</p> <p>Strategy's Expected Result/Impact: Students begin the school year in a positive frame by establishing relationships with their teacher and paraprofessional</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: In May, host a Pre-K Round Up with music program by current Pre-K students. Allow incoming students and parents to visit Pre-K classrooms and teachers.</p> <p>Strategy's Expected Result/Impact: Increased early enrollment of Pre-K students by June 1</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Pre-K Teachers, Music Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: refreshments - State Compensatory Education - 211.11.6499.00.120.30.000 - \$1,000, Supplies - State Compensatory Education - 211.11.6399.00.120.30.000 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Create a parent resource center focusing on academic connection in home to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased performance on district and state assessments and an increase in parent and family engagement</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4</p> <p>Funding Sources: supplies and manipulatives - Title 1 - 199.61.6399.00.120.30.000 - \$20,000, books - Title 1 - 199.61.6239.00.120.30.000 - \$25,000, Refreshments - Title 1 - 199.61.6499.00120.30.000 - \$5,673</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Goal 6: Identify and implement strategies to reduce the district dropout rate and improve attendance.

Performance Objective 1: Improve average daily attendance and demonstrate the importance of high school graduation.

Evaluation Data Sources: PEIMS Daily Attendance Reports

<p>Strategy 1: Every six weeks, provide students with perfect attendance a gold coin from Adopt-A-School Partner Central National Bank.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Each week, classes with perfect attendance will be announced during morning announcements.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Daily, contact parents of students who are not present at preliminary 8:30 a.m. attendance.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Office Clerk, District PCL</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Meet with attendance team weekly to monitor students with multiple absences.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS, Office Clerk, Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: To support postsecondary education, conduct once a month college shirt day to emphasize the importance of higher education.</p> <p>Strategy's Expected Result/Impact: Student awareness of the value of higher education</p> <p>Staff Responsible for Monitoring: Counselors, Principal, Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Offer a Career Fair with local college representatives for grades four and five and their parents to discuss college and career opportunities.</p> <p>Strategy's Expected Result/Impact: Awareness of higher education opportunities</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Take fifth grade students to Tennyson to tour the campus and discuss their sixth grade year and class choices. Strategy's Expected Result/Impact: Student awareness of transitioning to middle school Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide an opportunity for the Tennyson choir and band to perform for fifth grade students to assist with the transition to middle school. Strategy's Expected Result/Impact: Building excitement and awareness for transitioning to middle school Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: In February, decorate the halls with "What I love about" with the grade listed. Students will write on hearts what they love about their grade. Strategy's Expected Result/Impact: Improved attendance and excitement about school Staff Responsible for Monitoring: Teachers, Office Clerk ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements: