Jasper Independent School District

Parnell Elementary School

2026-2027 Goals/Performance Objectives/Strategies

Mission Statement

The Mission of Parnell Elementary is to close achievement gaps ***and*** prepare students for the Year 2035 world and workplace.

Vision

Through personalized learning and a focus on critical thinking skills, our school will close achievement gaps and allow every student to reach her/his potential.

Value Statement

Pups Today Dawgs Tomorrow

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Goals

Goal 1: Parnell Elementary will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 1: In the 2026-2027 school year, Parnell Elementary students will grow at 1.7 times the average U.S. growth in Reading, Math, and Science, as measured by the NWEA MAP assessment, using the mean RIT score for grades 3-5.

Evaluation Data Sources: NWEA Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Third Future Schools (TFS) will provide TEKS-aligned Curriculum Maps and daily lessons that include learning objectives aligned with the Curriculum Maps, LSAE instructional activities with differentiation, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments. Multiple response strategies are embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals. **Strategy's Expected Result/Impact:** Narrowing of student acheivement gaps **Staff Responsible for Monitoring:** TFS Curriculum Developers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will implement the TFS-Ready Characteristics daily. These characteristics ensure that high-leverage practices are utilized while delivering instruction. **Strategy's Expected Result/Impact:** Narrowing student achievement gaps **Staff Responsible for Monitoring:** Campus Leaders **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Even with the growth shown on the NWEA, Parnell's overall 2026 Domain I score is still in the F range. **Root Cause**: Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.
School Processes & Programs
Problem Statement 1: The limited duration of TFS model implementation - only two years- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement. **Root Cause**: The campus has had limited implementation of the TFS Model.

Goal 1: Parnell Elementary will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 2: Parnell Elementary will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027.

Evaluation Data Sources: NWEA Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will implement the TFS LSAE Model daily across all core content areas. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the student performs on the DOL determines which differentiated assignment they receive during the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches are assigned to the team room to provide support to the "S2" and "A" students. **Strategy's Expected Result/Impact:** Narrowing student achievement gaps **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Salaries and Benefits - Title I - $175,627				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Even with the growth shown on the NWEA, Parnell's overall 2026 Domain I score is still in the F range. **Root Cause**: Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

School Processes & Programs

Problem Statement 1: The limited duration of TFS model implementation - only two years- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement. **Root Cause**: The campus has had limited implementation of the TFS Model.

Goal 1: Parnell Elementary will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 3: 55% of the 3-5 grade students will be above the 50th percentile in reading, math, and science as measured by the NWEA MAP assessments

Evaluation Data Sources: NWEA Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Students will attend Art of Thinking (AOT) classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the AOT curriculum in response to evolving workforce demands, community interests, and societal changes. **Strategy's Expected Result/Impact:** The meets and master's percent on STAAR will increase from the 2026 scores. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Salaries and Benefits - Title IV - $29,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The limited duration of TFS model implementation - only two years- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement. **Root Cause**: The campus has had limited implementation of the TFS Model.

Goal 1: Parnell Elementary will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 4: 75% of teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 85% in May 2027.

Evaluation Data Sources: Spot Observation Tracking Tool and the TFS Teacher Evaluation Rubric

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Campus instructional leaders will increase teacher instructional capacity through weekly on-the-spot observations that include targeted coaching and actionable feedback. The Spot Observation Form, created by TFS, will document the identified action steps. **Strategy's Expected Result/Impact:** An increase in teacher instructional capacity **Staff Responsible for Monitoring:** Campus Instructional Leaders **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Campus Leaders will provide teachers with upfront training and ongoing coaching on the following: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. The training and coaching will occur during Summer PD days and continue (monthly) throughout the school year. **Strategy's Expected Result/Impact:** Increase teacher instructional delivery capacity **Staff Responsible for Monitoring:** TFS and Campus Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Even with the growth shown on the NWEA, Parnell's overall 2026 Domain I score is still in the F range. **Root Cause**: Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

Goal 2: Parnell Elementary will recruit, develop, support, and retain qualified staff dedicated to providing an excellent education for students.

Performance Objective 1: Recruit, develop, support, and retain a high percentage of qualified/exceptional staff committed to providing an excellent education for our students.

Evaluation Data Sources: Distinguished Teacher Process

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: TFS will deploy marketing materials via the website that present the school as an attractive workplace and define the characteristics of a high-quality teacher candidate. **Strategy's Expected Result/Impact:** Increase the quality of the teaching staff **Staff Responsible for Monitoring:** TFS and Campus Admin **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them. After completing the review process, a teacher who qualifies receives an incentive amount equal to their effectiveness rating percentage multiplied by their teacher base salary for the current year. **Strategy's Expected Result/Impact:** Retain high-quality teachers **Staff Responsible for Monitoring:** TFS and Campus Admin **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Hire teacher apprentices who will develop their instructional practice through a structured, on-the-job training model that blends classroom responsibility with ongoing coaching and professional development. The teacher apprentices will work under the guidance of experienced educators and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and learning how to use student performance data to inform instruction within a mastery-based learning environment. **Strategy's Expected Result/Impact:** The teacher apprentices will become qualified/exceptional teachers. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Salaries and Benefits - Title I - $118,029				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Even with the growth shown on the NWEA, Parnell's overall 2026 Domain I score is still in the F range. **Root Cause**: Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.
School Processes & Programs
Problem Statement 1: The limited duration of TFS model implementation - only two years- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement. **Root Cause**: The campus has had limited implementation of the TFS Model.

Goal 3: Parnell Elementary will increase parent, family, and community engagement to impact student success and overall school performance.

Performance Objective 1: By June of 2027, most parents will agree that TFS provides exceptional opportunities for students to engage in non-instructional programming.

Evaluation Data Sources: Parent Communication Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: TFS will engage with community members and groups to provide student experiences through the Dyad model. Dyad classes, which students attend twice a week, facilitate student learning through a variety of engaging activities, including karate, piano, creative movement, photography, cycling, and video editing. **Strategy's Expected Result/Impact:** Students will understand that they can learn anytime and anywhere **Staff Responsible for Monitoring:** Campus Admin and Community Members **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Salaries and Benefits - Title I - $31,314				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The limited duration of TFS model implementation - only two years- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement. **Root Cause**: The campus has had limited implementation of the TFS Model.

Goal 3: Parnell Elementary will increase parent, family, and community engagement to impact student success and overall school performance.

Performance Objective 2: Parnell Elementary will increase parent involvement by 10%.

Evaluation Data Sources: End-of-Year Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Parent Involvement will be encouraged through the following campus activities: Grandparents' Day Breakfast, Literacy Night, Family STEM , Awards/Celebration Nights, Carline/dismissal duties, parent-teacher conferences, volunteering for non-instructional Days, and beginning-of-year meet the teacher. **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Materials for Campus Activities - Title I - $4,250				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Many of the parents believe that Parnell does a good job of providing opportunities for involvement, however a small number of parents actually participate in events at the campus. **Root Cause**: Parnell Elementary serves a student population from low socio-economic backgrounds which limits parents' and families' time and availability.