

**Keller Independent School District**  
**Park Glen Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At Park Glen Elementary we strive to build relationships and empowers leaders.

## Vision

Park Glen Elementary School -- an exceptional school in which to learn, work, and live.

## Value Statement

- **Mutual respect and dignity build unity.**
- **Relationships are the foundation for helping students learn, grow, and dream.**
- **Engagement happens with opportunities for problem solving and critical thinking.**
- **Safety and security inspire trust and the confidence to thrive.**
- **Valuing the voice and feedback of personnel ensures the retention and recruitment of exceptional staff.**
- **Collaboration and communication encourage community support and involvement.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Park Glen Elementary was opened in 1990 as a secondary school serving a "true" neighborhood community and in 1992 reopened as a K-4 campus. In 2020 Park Glen Elementary opened its doors to two Prekindergarten classrooms serving both tuition and general education students. An additional STACC classroom was also added to the campus during the 2020-2021 year making a total of two centralized STACC programs on campus.

Our current enrollment is 476 students in Pre-K through 4th grade.

24-25 Student Ethnic Distribution	
African American	8.1%
Hispanic	25.8%
White	48.1%
Asian	7.7%
Pacific Islander	1.9%
2 or More Races	10.2%

24-25 Student Distribution by Program	
Economically Disadvantaged	32.3%
AT-Risk	14.6%
Section 504	2.7%

24-25 Student Distribution by Program	
Limited English Proficiency	7.5%
Special Education	21.3%
Gifted & Talented	7.3%

Park Glen Elementary Staff Demographics

Teaching staff: 31

Total staff: 56

Teachers by Years of Experience:

Teacher Distribution by Years of Experience	
Beginning Teachers	
1-5 Years	7
6-10 Years	8
11-20 Years	5
Over 20 Years	13

Campus programs include; Pre-K, EB, Gifted and Talented, Dyslexia, Resource, and STAAC.

**Demographics Strengths**

## Staff members

- prioritize student growth and welfare
- have a strong work ethic and determination to serve all students
- are willing to do whatever it takes to meet students where they are
- a desire to connect with the families of their students
- are great team players and step in when a colleague is in need
- focus on motivating students and having fun while holding themselves and their students to high expectation

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Park Glen Elementary's percentage of Economically Disadvantaged and at risk student population is slowly increasing. **Root Cause:** Natural changes in family mobility, real-estate fluctuations, and age of school community.

# Student Learning

## Student Learning Summary

Historical data of campus STAAR results

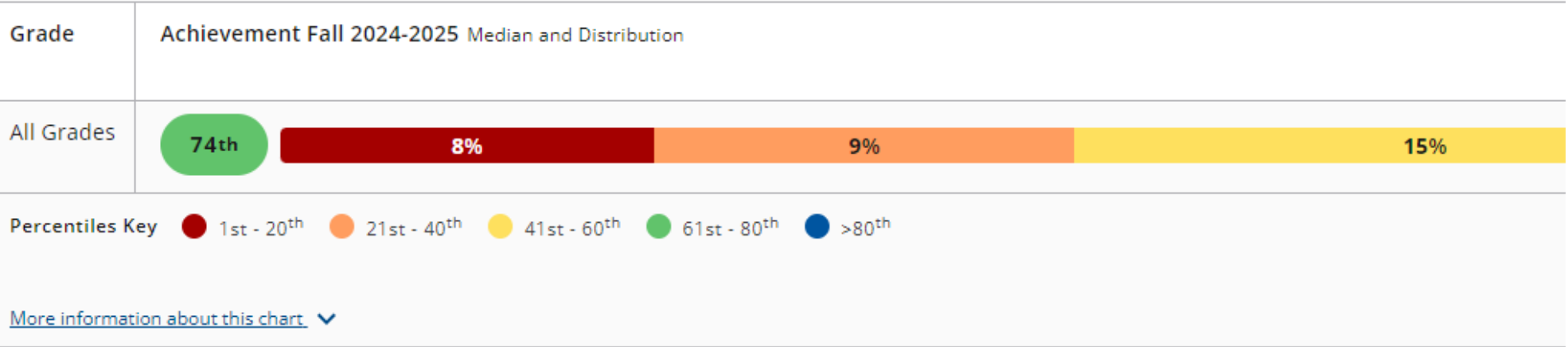
		2019	2021	2022	2023	2024
3rd Rdg	approaches	82%	85%	87%	92%	87%
	meets	43%	61%	67%	73%	70%
	masters	24%	23%	38%	29%	34%
3rd Math	approaches	88%	89%	82%	86%	83%
	meets	61%	55%	51%	61%	57%
	masters	25%	23%	33%	29%	29%
4th Rdg	approaches	83%	89%	90%	95%	93%
	meets	57%	65%	79%	78%	68%
	masters	27%	40%	41%	35%	28%
4th Math	approaches	88%	89%	87%	81%	80%
	meets	64%	74%	74%	59%	53%
	masters	44%	52%	55%	26%	29%
4th Hybrid Math (5th Gr STAAR)	approaches					100%
	meets					100%
	masters					81%

Current 2024-2025 Beginning of Year MAP Data

School Profile

## Achievement Overview

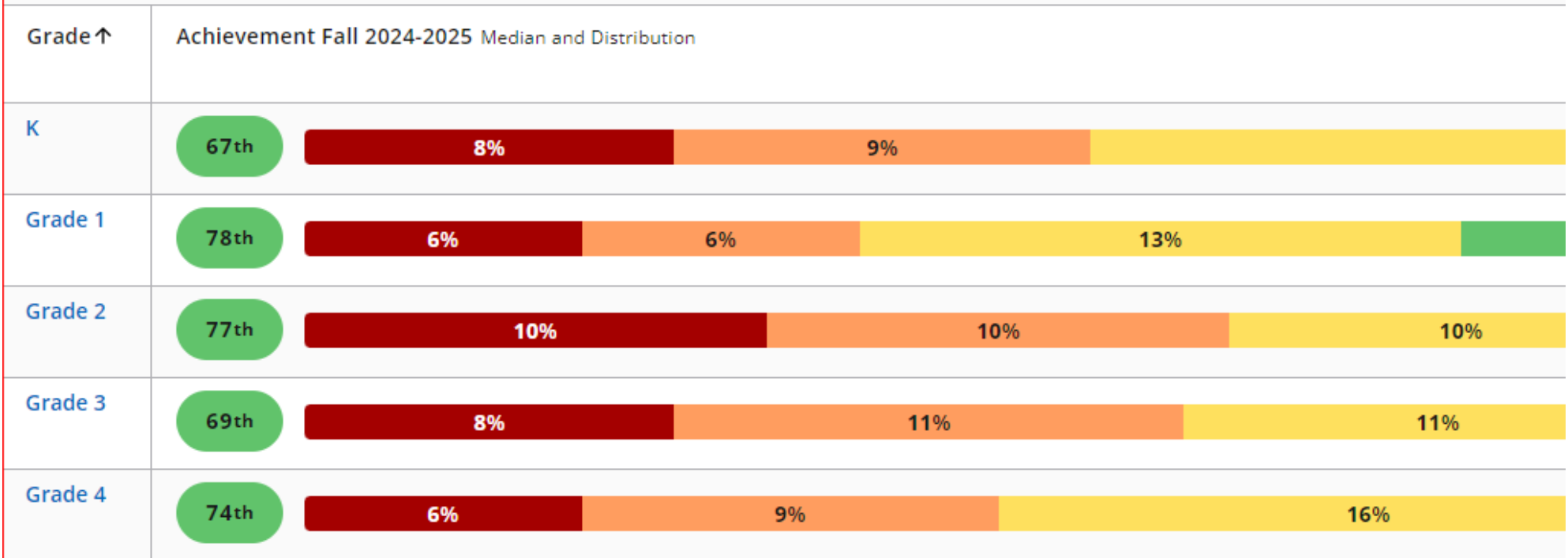
Park Glen Elementary School | Math K-12



School Profile

## Achievement by Grade

Park Glen Elementary School | Math K-12





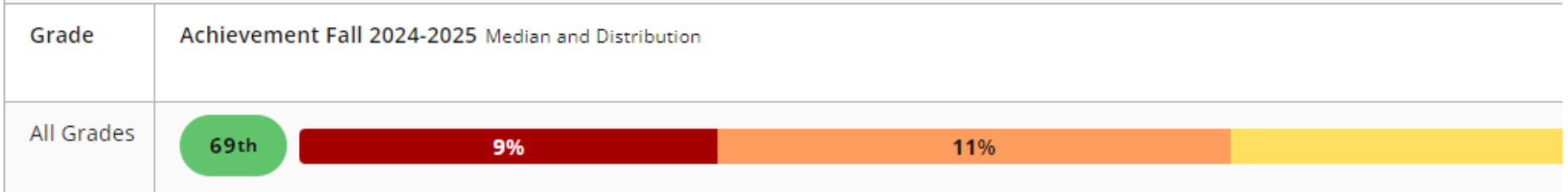
Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

# Park Glen Elementary School

School Profile

## Achievement Overview

Park Glen Elementary School | Reading



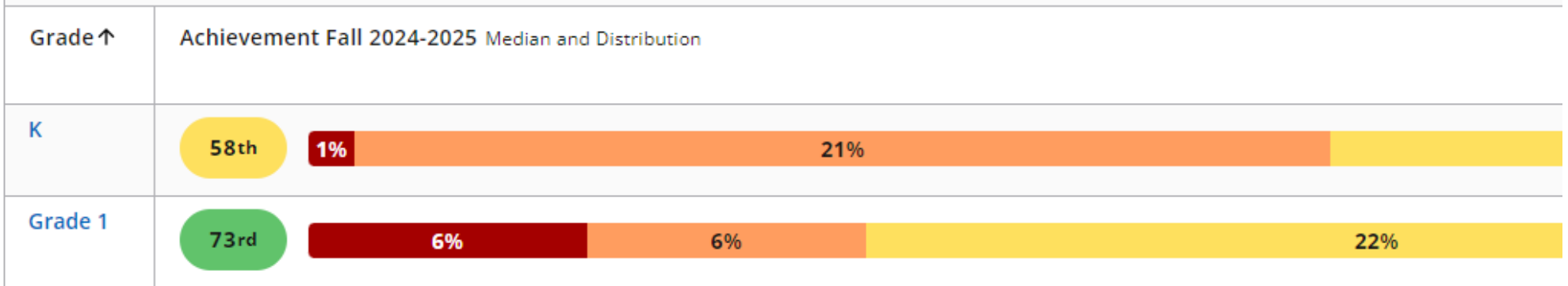
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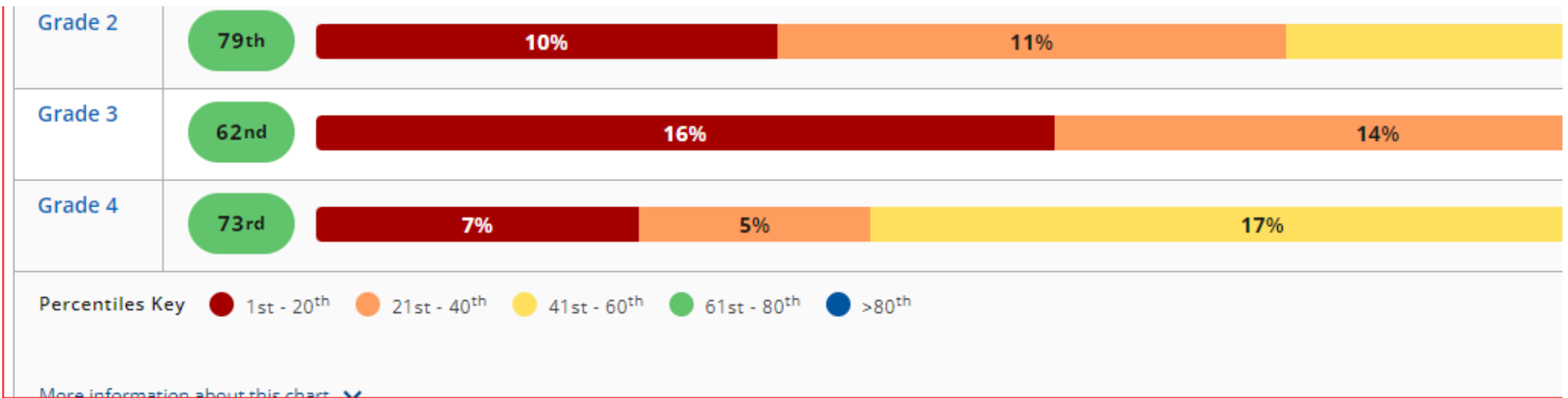
[More information about this chart](#) ▾

School Profile

## Achievement by Grade

Park Glen Elementary School | Reading





### Student Learning Strengths

MAP

Current BOY MAP Data indicates students are at the 74th percentile in math and 69th percentile in reading compared to nationally normed peers

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR outcomes for 23-24 for approaches and meets were slightly lower than 22-23 outcomes. **Root Cause:** Increasing complexity of STAAR 2.0 questions.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices





# Goals

**Goal 1: Increase Student Achievement**

**Performance Objective 1:** By June 2025, 60% of PGE 3rd and 4th grade students will earn a Meets distinction or higher on the Math and Reading STAAR.





**High Priority**

**HB3 Goal**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Identify key TEKS that need focused attention based on previous STAAR results and current instructional gaps.</p> <p><b>Measures:</b> Review Heat Maps Provided by district to identify TEKS to build upon for the upcoming school year in both subjects.                      -2% increase on Whole Number Operations in both 3rd and 4th grade STAAR 2025                      -2% increase on 4th grade Extended Constructed Response STAAR 2025</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, IST, SPED and Gen. Ed Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Develop an Instructional Walks schedule for targeted TEKS focus to ensure consistent monitoring and support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Use Checkpoints, Unit Summative, and Cumulative Assessments to evaluate student mastery of identified TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Use Checkpoints, Unit Summative, and Cumulative Assessments to evaluate student mastery of identified TEKS.</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			





**Goal 2:** Overall Excellence in Student, Parent and Community Relations

**Performance Objective 1:** Throughout the 2024-2025 school year, baseline data regarding campus events, communication, and community involvement will be gathered to identify opportunities for improvement.

Action Step 1 Details	Progress Reviews		
<b>Action Step 1:</b> Micro-surveys sent bi-monthly in family newsletters for feedback on campus/PTA events and quality/clarity of communication. <b>Measures:</b> Survey Results reviewed and addressed <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<b>Action Step 2:</b> At least two parent instructional tours will be scheduled and held for the 2024-2025 school year <b>Measures:</b> Feedback form at end of tour for parents to leave thoughts and highlights based on specific guidelines and "look fors" <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<b>Action Step 3:</b> Collaborate with PTA to increase the number and type of volunteer opportunities and communicate those with parents monthly. <b>Measures:</b> PTA Facebook posts and Family Newsletter <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Employee Excellence and Organizational Improvement

**Performance Objective 1:** Foster a supportive environment for staff by implementing initiatives that recognize their contributions and create a positive workplace culture as measured by quarterly surveys, faculty meeting exit tickets, and 1:1 meetings.

Action Step 1 Details	Progress Reviews		
<b>Action Step 1:</b> Weekly staff recognitions from administration and parents to staff through "Shout Out Forms" completed by families and staff <b>Measures:</b> Family and Staff Newsletters <b>Staff Responsible for Monitoring:</b> Campus Administration	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<b>Action Step 2:</b> Implement a staff survey based on Keller ISD's 5 over 5 two times a year. <b>Measures:</b> Survey Results <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<b>Action Step 3:</b> Monthly staff recognition through a "Golden Cheetah" award voted on by campus colleagues. <b>Measures:</b> The number of nominations by staff increases each month <b>Staff Responsible for Monitoring:</b> Administration	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			