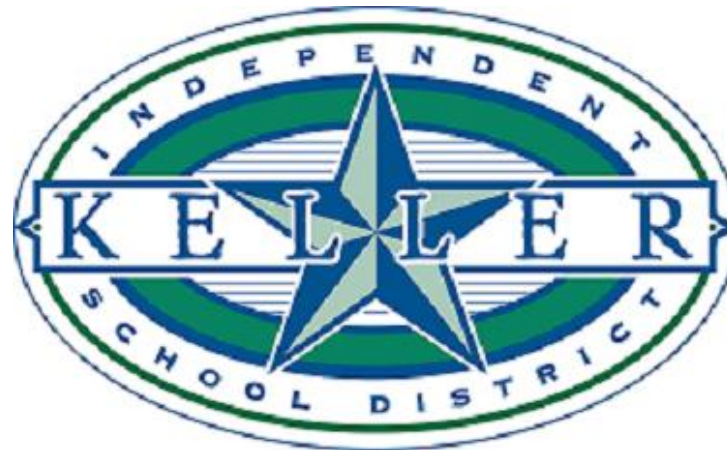


**Keller Independent School District**  
**Parkview Elementary School**  
**2024-2025 Campus Improvement Plan**



## **Mission Statement**

*At Parkview, we create a safe and engaging learning environment that fosters a community of lifelong learners and leaders.*

## **Vision**

*Every day, our vision is to teach students how to learn and lead for today and tomorrow.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Parkview Elementary is a culturally diverse campus; our student population ending 2023-2024 year was 642.

According to our most recent snapshot report, our campus diversity reads as such, with 27% Hispanic, 22% White, 22% Asian, 18% African American, and 11% two or more races. We have 64% of our population that is economically disadvantaged.

We have a large resource program, and four special program classrooms, two LIFE and two STARS encompassing 7% of our population. Additionally, other programs on our campus include Vietnamese Bilingual 11%, Dyslexia 8%, ESL 7%, LEP 26%, GT 5%, and Rti- Tier III interventions (revolving number-ended 23-24 school year with 26% served) offered through Comp Ed and Title I resources.

We recognize a need for a staff with diversity and the ability to use Title I funding for teachers and students. We also see a need to find our high achievers in the GT programs, as well as, exposure to an individualized based learning program.

### Demographics Strengths

Parkview Elementary is a diverse campus with a fairly even split of students representing various backgrounds.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The attendance rate for the previous school year is down, averaging at 93.7%. **Root Cause:** The campus has many families with multiple students, typically when one student is ill they all stay home.

# Student Learning

## Student Learning Strengths

Students are showing growth in reading and math based on all benchmarks and common assessments. Students and teachers are continuing to find ways to improve reading and math scores across the campus, and we are seeing gains.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students reading scores are slightly lower than the district. **Root Cause:** Students struggle with fluency and phonics rules. Students do not read at home. Many students speak other languages at home.

# School Processes & Programs

## School Processes & Programs Summary

At Parkview we follow the district curriculum. We departmentalize grades 2-5. We use the AVID and Leader in Me program models. We are a showcase campus under the AVID models.

Teachers are empowered to pick a PD that aligns to their TTess goal. We also provide bi monthly PD based on the campus goal and campus needs.

We have an RtI system in place that monitors growth of students from month to month. This system is comprised of push in models and tutoring for students in k-5th grade.

## School Processes & Programs Strengths

Teachers have choice over which committee to serve on, choice in PD, and have a say in how to move their own learning forward.

Being an AVID campus helps us to speak the language and follow the same organizational patterns from year to year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students will receive 50 minutes of extension/ intervention daily. **Root Cause:** Students move from various campuses and have gaps in learning based on inconsistent instruction.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data



- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data

# Goals





**Goal 1: Increase Student Achievement**

**Performance Objective 1:** At the conclusion of the school year, May 2025, Parkview will increase student achievement with an accountability rating of an A, including 60% of 3rd grade students who will score Meets in reading and math as measured by STAAR, through focusing on Number Operations and Foundational Skills in all grades levels.

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Parkview administrators will conduct administrative walkthroughs on all staff to ensure curricular alignment in all content areas to the KISD scope and sequence.</p> <p><b>Measures:</b> Walkthrough documents Meeting agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Additional Targeted Support Action Step</b></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> Campus instructional reading and math coaches will partner with all campus teachers weekly to plan TEKS-aligned instructional activities to maximize student achievement and impact STAAR performance.</p> <p><b>Measures:</b> Coaching surveys and schedules, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Title I Funds - 211 - Title I Pt A Impr BSC Prg - \$25,000</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> Parkview will provide targeted, small-group interventions by utilizing Title 1 Tutors in addition to instructional specialist teachers in order to lower the teacher-to-student ratio.</p> <p><b>Measures:</b> Progress data of students directly taught by Title I tutors</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISTs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Action Step - Additional Targeted Support Action Step</b></p> <p><b>Funding Sources:</b> Title I Funding - 211 - Title I Pt A Impr BSC Prg - \$12,000</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> Parkview will utilize Title I Campus Instructional Coaches and Intervention Support Teachers to assist teachers in closing the learning gap and decreasing the number of Tier 3 students.</p> <p><b>Measures:</b> Tier II and III progress data</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Title I Funds - 282 - ESSER III - \$67,000</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 5 Details	Progress Reviews		
<p><b>Action Step 5:</b> All students will have a data binder for setting individual goals, and these goals will be routinely tracked and conferred with the teacher using multiple data measures, in relation with teachers' current PDSA boards.</p> <p><b>Measures:</b> Data Binder checks, evidence of student-generated goal setting, and progress measures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coaches</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 6 Details	Progress Reviews		
<p><b>Action Step 6:</b> SIT Team meetings will take place 3 times per year (BOY, MOY, EOY) to discuss student growth and make decisions to meet the needs of all students.</p> <p><b>Measures:</b> Benchmark Data, Data Portfolios and progress measured by universal screeners and DCAs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISTs, Classroom teachers</p> <p><b>Additional Targeted Support Action Step</b></p> <p><b>Funding Sources:</b> Salary - Comp Ed - 282 - ESSER III - \$65,643</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 7 Details	Progress Reviews		
<p><b>Action Step 7:</b> Throughout the school year, all teachers will maximize tier-one instructional time through the utilization of proven high-yield instructional strategies per the AVID initiative.</p> <p><b>Measures:</b> Instructional minutes per the master schedule, alignment to the KISD curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 8 Details	Progress Reviews		
<p><b>Action Step 8:</b> Administration and instructional coaches will meet with teams monthly to review data from instructional walks and recent assessments in order to track student growth and inform future instructional planning.</p> <p><b>Measures:</b> Calendar invites and meeting notes. Data discussions</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Action Step - Additional Targeted Support Action Step</b></p> <p><b>Funding Sources:</b> Title I Funding - 282 - ESSER III - \$36,000</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 1: Increase Student Achievement**





**Performance Objective 2:** Throughout the 2024-2025 school year, all Parkview teachers will utilize high-yield instructional strategies, AVID and PDSA, in order to drive further student achievement.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> AVID team will create 9-week binder check dates to ensure students are following the AVID organizational structure.  <b>Measures:</b> binder check, agenda check  <b>Staff Responsible for Monitoring:</b> Classroom teachers, AVID coordinators</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools  <b>Funding Sources:</b> purchase of supplies - 285 - Title I Part A ARRA - \$2,000</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> Teachers will post daily learning objectives/essential questions for the day to guide student learning and understanding.  <b>Measures:</b> Walkthrough data  <b>Staff Responsible for Monitoring:</b> Principal, APs, AVID coordinator</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> The AVID site team will roll out a new teaching/learning strategy each nine weeks for implementation across the campus.  <b>Staff Responsible for Monitoring:</b> Team Leads, AVID site team, AVID site coordinator</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> Content teams will plan for and utilize Costa's level 2 and 3 questions in to be utilized in lesson plans 3 out of 5 lessons per week.  <b>Measures:</b> Campus Walkthroughs  <b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coaches and Classroom teachers</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 5 Details	Progress Reviews		
<p><b>Action Step 5:</b> To improve student engagement and learning outcomes, teachers will utilize Plan, Do, Study, Act boards to communicate student learning, display student mastery data, and make further plans for student learning.</p> <p><b>Measures:</b> Student achievement scores, Walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			


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

**Performance Objective 1:** Throughout the school year, all staff members will engage and provide excellent customer service to the Parkview family community through relationship building and communication.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Parkview committees will set up and host an event each semester to review our core beliefs and enforce academics. These events could include STEAM night, AVID for families, and Reading and Math nights.</p> <p><b>Measures:</b> community survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Supplies - 211 - Title I Pt A Impr BSC Prg - \$1,000</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** Through the 2024-2025 school year, 100% of Parkview parents, students, and teachers will report that Parkview is a positive place to work, learn and grow.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Ongoing morale-building activities, i.e. positive notes, morning walkthroughs, consistent communication, Q&amp;A sessions.  <b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coaches</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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> Utilizes the Parkview Leadership Action Team for collaboration and enhancement of campus operations and procedures.  <b>Staff Responsible for Monitoring:</b> Principal, APs</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
			



# State Compensatory

## Budget for Parkview Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.5

### Brief Description of SCE Services and/or Programs

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## Personnel for Parkview Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Karen Ripple	IST	1
Terri Graves	Instructional Support Teacher	1
Tine Connolly	Teacher	0.5
Xuan Nguyen	VAS	1
Yvonne Bouldin	Instrucional Coach	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Orndorff	Campus Instructional Reading Coach		1.0
Xuan Nguyen	IST - Vietnamese Bilingual		1.0
Yvonne Bouldin	Campus Instructional Math Coach		1.0

# Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	Title I Funds		\$25,000.00
1	1	3	Title I Funding		\$12,000.00
2	1	1	Supplies		\$1,000.00
<b>Sub-Total</b>					<b>\$38,000.00</b>
285 - Title I Part A ARRA					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	2	1	purchase of supplies		\$2,000.00
<b>Sub-Total</b>					<b>\$2,000.00</b>
282 - ESSER III					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	4	Title I Funds		\$67,000.00
1	1	6	Salary - Comp Ed		\$65,643.00
1	1	8	Title I Funding		\$36,000.00
<b>Sub-Total</b>					<b>\$168,643.00</b>

# Addendums

Parkview Elementary School Targeted Improvement Plan:

[https://docs.google.com/spreadsheets/d/183rl\\_rI0MEq-Neb32OytJ7dzf6KpDm6lOrlucnaJvd8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/183rl_rI0MEq-Neb32OytJ7dzf6KpDm6lOrlucnaJvd8/edit?usp=sharing)