Keller Independent School District

Parkview Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

At Parkview, we create a culture where every student is known, every voice is valued, and every day provides meaningful opportunities to learn, grow, lead, and succeed through strong relationships, engaging learning, and a commitment to excellence.

Vision

Every Day. Every Student. Every Opportunity.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Parkview Elementary is a Title I campus focused on continuous improvement through data-informed practices, high-yield instructional strategies (AVID, PDSA), and a strong commitment to family and community engagement.

Demographics

Summary

Parkview Elementary is a culturally diverse campus; our student population ending 2025-2026 year was 620.

According to our most recent snapshot report, our campus diversity reads as such, with 26% Hispanic, 21% White, 24% Asian, 18% African American, and 11% two or more races. We have 68% 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.

Strengths

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The attendance rate for the previous school year is up, averaging at 93.8%. Attendance is still below the district goal of 95%.	The campus has many families with multiple students, typically when one student is ill they all stay home.

★ = Priority

Student Learning

Summary

Parkview's STAAR data shows mixed performance across RLA and Math, with several areas of strength to build upon as part of the campus improvement planning process. In RLA, overall passing performance remains strongest, with 4th grade showing a slight increase from 75% to 78% and 5th grade maintaining a majority of students at Approaches or above with a 72% passing rate. While 3rd grade RLA declined from 80% to 67%, the data shows that students in grades 4 and 5 continue to demonstrate stronger overall performance in reading.

In Math, Parkview shows notable growth in upper elementary performance. Fourth grade Math increased from 48% passing in 2024-2025 to 61.5% passing in 2025-2026, representing a 13.5 percentage point gain. Fifth grade Math also increased from 76% to 78%, and 6th grade Math demonstrated very strong performance, with 100% of students passing and 85% performing at the Masters level.

Overall, Parkview's student learning data suggests that upper elementary Math is a campus strength, with evidence of student growth across multiple grade levels. RLA performance shows pockets of strength, particularly in 4th grade growth and 5th grade performance. The data also indicates that when targeted instruction, intervention, and progress monitoring are implemented effectively, students are able to move toward higher levels of achievement.

Strengths

RLA Strengths

Parkview demonstrates a strength in 4th grade RLA performance. In 2025-2026, 4th grade RLA increased from 75% passing to 78%, showing a 2 percentage point gain from the previous year. This indicates that instructional practices and interventions in 4th grade supported student growth and helped more students reach the Approaches level or higher.

Parkview also shows evidence of increased advanced achievement in 4th grade RLA. The percentage of students performing at the Masters level increased from 11% in 2024-2025 to 23% in 2025-2026. This growth suggests that a group of students responded well to rigorous instruction and were able to demonstrate higher levels of mastery.

Fifth grade RLA continues to represent a relative area of strength, with 72% of students passing in 2025-2026. Additionally, 39% of 5th grade students performed at Meets or Masters, showing that a meaningful percentage of students are demonstrating grade-level proficiency or advanced achievement.

Math Strengths

Parkview demonstrates a significant strength in 4th grade Math. The passing percentage increased from 48% in 2024-2025 to 61.5% in 2025-2026, representing a 13.5 percentage point increase. This is one of the strongest areas of growth in the data and suggests that Math instruction, intervention, and student support had a positive impact.

Fifth grade Math is also a strength for Parkview. The passing percentage increased from 76% to 78%, showing continued growth and strong overall performance. In addition, 47% of 5th grade students performed at Meets or Masters, with 33% at Meets and 14% at Masters. This indicates that many students are not only passing, but also demonstrating grade-level proficiency.

Parkview's Math cohort data also shows positive movement. The 3rd to 4th grade cohort increased by 2%, and the 4th to 5th grade cohort increased by 1%. While these gains are modest, they suggest that students are maintaining or slightly improving performance as they move through upper elementary grade levels.

Sixth grade Math is a major area of strength for Parkview. In 2025-2026, 100% of 6th grade students passed, with 85% performing at the Masters level. This reflects strong advanced achievement and provides an opportunity for Parkview to study instructional practices in this area that may be replicated across other grade levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	4th grade performance in both Reading and Math declined significantly from the previous year.	Our campus requires instructional restructuring and professional development focused on targeted academic supports.
2	5th grade Science performance did not meet the campus goal of 70% passing.	Our science instructional strategies and intervention plans are not as data driven and cohesive across the campus as other content areas.

★ = Priority

School Processes & Programs

Summary

Parkview Elementary continues to strengthen instruction through school wide implementation of district curriculum using AVID strategies and PDSA cycles. These systems have supported structured planning and student engagement, as evidenced by campus growth in several grade levels and a successful AVID Showcase in March. However, inconsistent academic outcomes across grade levels reveal a need to refine these practices.

Strengths

School-wide implementation of PDSA processes and AVID strategies will provide more structured planning and increased student engagement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The data indicates an inconsistency in our instructional outcomes from grade level to grade level.	Effective modeling for small group instruction and Tier 1 delivery are needed to support teacher and student growth.

★ = Priority

Perceptions

Summary

Parents reported feeling welcome at PES and encouraged to participate in their child's education.

Strengths

Stakeholders report that the school staff is welcoming and supportive when concerns arise. Parents and students enjoy our Parent and Family Engagement events and are satisfied with the academic events hosted throughout the year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parents are requesting additional materials to support their child's learning at home.	There is an inconsistency in communication to families regarding current units of study and resources that could be used to boost achievement outcomes.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data

- [x] Gifted and talented data
- [x] Dyslexia data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Class size averages by grade and subject

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Campus leadership data
- [x] Professional development needs assessment data

Parent/Community Data

- [x] Parent surveys and/or other feedback

Support Systems and Other Data

- [x] Communications data

Goals

Goal 1 Increase Student Achievement

Performance Objective 1 ☑ High Priority

At the conclusion of the 2026-2027 school year, Parkview will increase student achievement in STAAR Math, Reading, and Science to at least 80% Approaches, including 60% of all 3rd, 4th, and 5th Grade students who will score Meets, as measured by STAAR.

Action Step 1 ☑ Additional Targeted Support Action Step

Parkview administrators will conduct administrative walkthroughs on all staff to ensure curricular alignment in all content areas to the KISD scope and sequence.

Measures: Walkthrough documents
Meeting agenda

Staff Responsible for Monitoring: Principal, APs

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Progress Reviews

December	February	June

Action Step 2

Parkview Administrators and Instructional Reading and Math coaches will provide consistent planning practices to teachers and monitor for alignment between unit objectives, lesson plans, and instructional delivery.

Measures: Planning Sessions, Lesson Plans, Walkthroughs

Staff Responsible for Monitoring: Principal, AP, Coaches

Funding Sources: Title I Funds 211 - Title I Pt A Impr BSC Prg, $25,000

Progress Reviews

December	February	June

Action Step 3 ☑ Targeted Support Action Step

☑ **Additional Targeted Support Action Step**

Parkview will utilize tutors to provide targeted, small-group interventions.

Measures: Progress data of students directly taught by Title I tutors

Staff Responsible for Monitoring: Principal, APs, ISTs

Funding Sources: Title I Funding 211 - Title I Pt A Impr BSC Prg, $12,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Progress Reviews

December	February	June

Action Step 4

Parkview will utilize Intervention Support Teachers to help teachers close the learning gaps.

Measures: Tier II and III progress data

Staff Responsible for Monitoring: Principal

Funding Sources: Title I Funds 282 - ESSER III, $67,000

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 5 ☑ Additional Targeted Support Action Step

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.

Measures: Benchmark Data, Data Portfolios and progress measured by universal screeners and DCAs.

Staff Responsible for Monitoring: Principal,APs, ISTs, Classroom teachers

Funding Sources: Salary - Comp Ed 282 - ESSER III, $65,643

Progress Reviews

December	February	June

Action Step 6

Throughout the school year, all teachers will maximize Tier 1 instructional time by utilizing proven high-yield instructional strategies, as outlined in the AVID initiative.

Measures: Instructional minutes per the master schedule, alignment to the KISD curriculum

Staff Responsible for Monitoring: Principal, APs, and Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 7

The campus will utilize Costa's level 2 and 3 questions in class 70% of the time, an increase from 2025-2026 at 60%.

Measures: Campus Walkthroughs

Staff Responsible for Monitoring: Principal, AP, Instructional Coaches and Classroom teachers

Progress Reviews

December	February	June

Action Step 8 ☑ Targeted Support Action Step

☑ **Additional Targeted Support Action Step**

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.

Measures: Calendar invites and meeting notes. Data discussions

Staff Responsible for Monitoring: Instructional Coaches, Principal

Funding Sources: Title I Funding 282 - ESSER III, $36,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 9

Teachers will support high-quality lessons by ensuring lessons are tied to the unit focus, grade-level TEKS, and District curriculum and instructional guides.

Progress Reviews

December	February	June

Performance Objective 2

Throughout the 2026-2027 school year, all Parkview teachers will utilize high-yield instructional strategies, AVID, and PDSA to drive further student growth and achievement.

Action Step 1

AVID team will create 9-week binder check dates to ensure students are following the AVID organizational structure.

Measures: binder check, agenda check

Staff Responsible for Monitoring: Classroom teachers, AVID coordinators

Funding Sources: purchase of supplies 285 - Title I Part A ARRA, $2,000

TEA Priorities: Improve low-performing schools

Progress Reviews

December	February	June

Action Step 2

Teachers will post daily learning objectives/essential questions for the day to guide student learning and understanding.

Measures: Walkthrough data

Staff Responsible for Monitoring: Principal, APs, AVID coordinator

Progress Reviews

December	February	June

Action Step 3

The AVID site team will roll out a new teaching/learning strategy each nine weeks for implementation across the campus.

Staff Responsible for Monitoring: Team Leads, AVID site team, AVID site coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Progress Reviews

December	February	June

Action Step 4

Teachers will utilize Plan, Do, Study, Act boards to communicate student learning, monitor student progress, identify learning gaps, and inform next steps for Tier 1 instruction and intervention planning.

Measures: Student achievement scores, Walkthrough data

Staff Responsible for Monitoring: Principal, Assistant Principal

Progress Reviews

December	February	June

Action Step 5

Teachers will ensure that all students have a data binder for setting individual goals, and these goals will be routinely tracked and discussed with the teacher using multiple data measures, in relation to the teacher's current PDSA boards.

Progress Reviews

December	February	June

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 Parkview families through building relationships and communication, as measured by Title 1 survey results.

Action Step 1

Parkview committees will set up and host family nights that support our core beliefs and enforce academics. These events could include STEAM night, AVID for families, and Reading and Math nights.

Measures: Title I Survey

Staff Responsible for Monitoring: Principal, AP, Leadership Team

Funding Sources: Supplies 211 - Title I Pt A Impr BSC Prg, $1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Progress Reviews

December	February	June

Action Step 2

Throughout the school year, all staff members will engage and provide excellent customer service to Parkview families through relevant and timely communication with parents. This includes email, phone, and weekly newsletter communication.

Measures: Title I Survey

Staff Responsible for Monitoring: Principal, AP, Team Leads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Throughout the 2026-2027 school year, 100% of Parkview parents, students, and teachers will report that Parkview is a positive place to work, learn, and grow, as measured by Campus, District, and Title 1 survey results.

Action Step 1

Ongoing morale-building activities, i.e., morning walkthroughs, positive notes or emails during visits, consistent communication, and questions being addressed in a timely manner.

Staff Responsible for Monitoring: Principal, APs, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Utilizes the Parkview Leadership Action Team for collaboration and enhancement of campus operations and procedures.

Staff Responsible for Monitoring: Principal, APs

Progress Reviews

December	February	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Julie Orndorff	Campus Instructional Reading Coach		1
Morgan Emerson	Campus Instructional Math Coach		1
Xuan Nguyen	IST - Vietnamese Bilingual		1

Funding Summary

Funding Summary

211 - Title I Pt A Impr BSC Prg

Goal	Performance 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
				Sub-Total	$38,000.00

285 - Title I Part A ARRA

Goal	Performance Objective	Action Step	Resources Needed	Account Code	Amount
1	2	1	purchase of supplies	--	$2,000.00
				Sub-Total	$2,000.00

282 - ESSER III

Goal	Performance Objective	Action Step	Resources Needed	Account Code	Amount
1	1	4	Title I Funds	--	$67,000.00
1	1	5	Salary - Comp Ed	--	$65,643.00
1	1	8	Title I Funding	--	$36,000.00
				Sub-Total	$168,643.00

Parkview Elementary School Targeted Improvement Plan:

https://docs.google.com/spreadsheets/d/183rI_rl0MEq-Neb32OytJ7dzf6KpDm6lOrlucnaJvd8/edit?usp=sharing