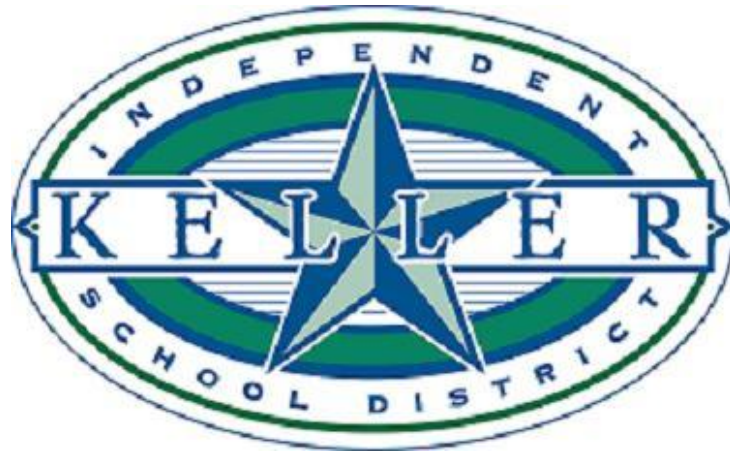


# **Keller Independent School District**

## **Parkview Elementary School**

### **2023-2024 Improvement Plan**

**Accountability Rating: B**



## **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 is currently 649.

According to our most current snapshot report, our campus diversity reads as such, with 26% Hispanic, 27% White, 28% Asian, 20% African American, and 7% two or more races. We have 63.6% of our population that is economically disadvantaged.

We have a large resource program, and four special program classrooms, two LIFE and two STARS encompassing 13% of our population. Additionally, other programs offered on our campus include Vietnamese Bilingual 27%, Dyslexia 7%, ESL 27%, GT 3%, and RtI - Tier III interventions(revolving number) offered through Comp Ed and Title I resources.

We recognize a need for a staff with diversity and the ability to use Title 1 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 individual 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 finding ways to improve reading 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:** By June 2024, Parkview will increase student achievement with an accountability rating of an A, including 60% of 3rd grade students will score Meets in reading and math as measured by STAAR.

### High Priority

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> By June 2024, administrators will conduct administrative walkthroughs on all staff to ensure alignment in all contents to the KISD scope and sequence and curriculum.</p> <p><b>Measures:</b> Walkthrough documents Meeting agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's</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> By May 2024, the district and campus math coach will partner with all campus teachers to plan exceptional learning experiences, based on best-practice instructional strategies, in order to maximize student achievement.</p> <p><b>Measures:</b> Coaching surveys and schedules, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> KISD Math coach, APs, P</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> By May 2024, Parkview will provide effective interventions by decreasing IST: student ratio by adding Title I tutors to assist with interventions.</p> <p><b>Measures:</b> Progress data of students directly taught by Title I tutors</p> <p><b>Staff Responsible for Monitoring:</b> IST, AP, P</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> By May 2024, 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> By May 2024, Parkview will utilize Campus Instructional Coaches to support teachers in achieving high standards of teaching and learning with the goal of decreasing the number of Tier 3 students.</p> <p><b>Measures:</b> Data generated and analyzed .</p> <p><b>Staff Responsible for Monitoring:</b> CIS, P</p> <p><b>Funding Sources:</b> KISD Curriculum and Assessment Department - 282 - ESSER III - \$64,000</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> By the end of the first 9 weeks all students will have a Leadership binder to set individual goals to be tracked and conferred with the teacher using multiple measures of data.</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> Teachers, AP, CIS</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> 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> AP, P, Teachers, IST</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 8 Details	Progress Reviews		
<p><b>Action Step 8:</b> By June 2024, all teachers will maximize instructional time with tier one instruction and proven best practice 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> AP, P</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 9 Details	Progress Reviews		
<p><b>Action Step 9:</b> RLA and Math Coaches will meet with each teacher once a week to analyze data and plan instruction.</p> <p><b>Measures:</b> Calendar invites and meeting notes. Data discussions</p> <p><b>Staff Responsible for Monitoring:</b> CIS, AP, P</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>
Action Step 10 Details	Progress Reviews		
<p><b>Action Step 10:</b> Throughout the 2023-2024 school year, teachers and staff will meet weekly to discuss student data and progress monitoring achievement as grade/content teams.</p> <p><b>Measures:</b> attendance in meetings, agendas, movement of students to meet standards by the state definitions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Team Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 11 Details	Progress Reviews		
<p><b>Action Step 11:</b> The campus will supply needed materials to both teachers and students that impact achievement and help students reach specific goals.</p> <p><b>Measures:</b> campus reading and math assessment data</p> <p><b>Staff Responsible for Monitoring:</b> admin and coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> supplies - 285 - Title I Part A ARRA - \$30,000</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 12 Details	Progress Reviews		
<p><b>Action Step 12:</b> Staff will offer tutoring in the morning for students that are at risk or did not meet the standard on the previous year's STAAR test.</p> <p><b>Measures:</b> monthly isip station, mentoring minds assessments</p> <p><b>Staff Responsible for Monitoring:</b> team leads</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 235 - ESEA, Title VI</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:** Students will be organized in class and follow the AVID models utilizing a binder, agenda, and calendar.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Create 9-week binder check dates to ensure students are following the AVID organizational structure.</p> <p><b>Measures:</b> binder check, agenda check</p> <p><b>Staff Responsible for Monitoring:</b> classroom teacher, AVID coordinator</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> purchase of supplies - 285 - Title I Part A ARRA - \$2,000</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Teachers will post learning objectives for the day/week to guide student learning, following the AVID organizational structure.</p> <p><b>Measures:</b> walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, AVID coordinator</p>	Progress		
	Dec	Apr	July
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.</p> <p><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>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> The campus will utilize Costa's level 2 and 3 questions in class 71% of the time, an increase from 2022-2023 at 60%.</p> <p><b>Measures:</b> campus level walkthroughs, written into lesson plans for review, use of Ms. Clark and Ms. Dickman's documents connecting the standard and leveled questions.</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal and campus teachers</p>	Progress		
	Dec	Apr	July

Action Step 5 Details	Progress Reviews		
<p><b>Action Step 5:</b> Purchase tools and materials aligned to the AVID program to support students in further success.</p> <p><b>Measures:</b> Alignment to small group facilitation and the impact on reading and math achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Lead teachers, admin and coaches</p> <p><b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> resources - 211 - Title I Pt A Impr BSC Prg - \$30,000</p>	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>			

**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 be STEAM night, AVID for families, Reading, and Math night.</p> <p><b>Measures:</b> community survey</p> <p><b>Staff Responsible for Monitoring:</b> Family events committee members, Principal, APs</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
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



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

**Performance Objective 1:** Through the 2023-2024 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		
<b>Action Step 1:</b> Ongoing morale-building activities, i.e. positive notes, morning walkthroughs, consistent communication, Q&A sessions.  <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	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<b>Action Step 2:</b> Utilizes the Parkview Leadership Action Team for collaboration and enhancement of campus operations and procedures.	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>			

# 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>
Christy White	Campus Instructional Coach		1.0
Paula Raymond	IST		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
1	2	5	resources		\$30,000.00
2	1	1	Supplies		\$1,000.00
<b>Sub-Total</b>					<b>\$68,000.00</b>
235 - ESEA, Title VI					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	12			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
285 - Title I Part A ARRA					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	11	supplies		\$30,000.00
1	2	1	purchase of supplies		\$2,000.00
<b>Sub-Total</b>					<b>\$32,000.00</b>
282 - ESSER III					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	4	Title I Funds		\$67,000.00
1	1	5	KISD Curriculum and Assessment Department		\$64,000.00
1	1	7	Salary - Comp Ed		\$65,643.00
1	1	9	Title I Funding		\$36,000.00
<b>Sub-Total</b>					<b>\$232,643.00</b>

# Addendums

Parkview Elementary School Targeted Improvement Plan:

[https://docs.google.com/spreadsheets/d/183r1\\_r10MEq-Neb32OytJ7dzf6KpDm6lOrlucnaJvd8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/183r1_r10MEq-Neb32OytJ7dzf6KpDm6lOrlucnaJvd8/edit?usp=sharing)