

Keller Independent School District
Park Glen Elementary School
2023-2024 Campus Improvement Plan

Accountability Rating: A



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.

Student Counts

	PK	Kind	1st	2nd	3rd	4th	STACC	Totals
Enrollment	36	83	88	84	91	101	14	486
Teaching Staff	4	4	5	5	4	5	2	32

Student Demographics

Hispanic Latino	22%
White	52%
African American	9%
Native American Alaskan	0%
Asian	7%
Hawaiian Pacific Islander	0%
Multiple Races	10%

Student counts by program

	RTI	504	Dyslexia	SPED-Resource	SPED-Speech Only	SPED-STACC	EB	GT
Students	57	21	23	31	54	16	46	33

Student percentage Economically Disadvantaged & At-Risk

	Eco. Dis.	At Risk
Student Count	162	67
Student Percentage	33%	13.6%

Enrollment by year

Attendance Rates by 6weeks

	2021-2022	2022-2023
1st 6weeks	92.5%	94.8%
2nd 6weeks	94.7%	93.7%
3rd 6weeks	95.4%	94.6%
4th 6weeks	91.3%	95.7%
5th 6weeks	94.9%	95.2%
6th 6weeks	95.1%	95.7%

Faculty Roles

Paraprofessionals	8
Teachers	36
Office Staff	5
Administration	2
Other Support	12 (6 Part Time)

Demographics Strengths

Our staff members demonstrate:

- a priority of student growth and welfare

- a strong work ethic and determination to "get the work done" and "can do spirit"
- a willingness to share knowledge with peers
- in times of uncertainty provide new team members and parents self-confidence and self-assurance
- a desire to help colleagues and are always 'team players'
- willingness to share new ideas

Student diversity is an asset of Park Glen

- Hispanic: 22%
- White: 52%
- African American: 9%
- Asian: 7%
- Two or more races: 10%
- Native American: 0%
- Hawaiiin Pacific Islander: 0%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Park Glen Elementary's percentage of Economically Disadvantages student population is slowing increasing. **Root Cause:** Natural changes in family mobility, real-estate fluctuations, and age of school community.

Problem Statement 2 (Prioritized): Declining enrollment **Root Cause:** Natural real-estate fluctuations and age of the neighborhood.

Student Learning

Student Learning Summary

Historical data of campus STAAR results

		2019	2021	2022	2023
3rd Rdg	approaches	82%	85%	87%	92%
	meets	43%	61%	67%	73%
	masters	24%	23%	38%	29%
3rd Math	approaches	88%	89%	82%	86%
	meets	61%	55%	51%	61%
	masters	25%	23%	33%	29%
4th Rdg	approaches	83%	89%	90%	95%
	meets	57%	65%	79%	78%
	masters	27%	40%	41%	35%
4th Math	approaches	88%	89%	87%	81%
	meets	64%	74%	74%	59%
	masters	44%	52%	55%	26%

Current 2023-2024 Beginning of Year MAPS data

'23-'24	Math				
B.O.Y.	Lo <21 %tile	LoAvg 21-40 %tile	Avg 41-60 %tile	HiAvg 61-80 %tile	Hi 81-100 %tile
PGE	7%	9%	13%	28%	43%
K	3%	4%	21%	26%	46%
1	5%	9%	11%	30%	45%
2	10%	12%	17%	21%	40%
3	8%	10%	12%	27%	43%

'23-'24	Math				
4	9%	7%	9%	33%	42%

'23-'24	Reading				
B.O.Y.	Lo <21 %tile	LoAvg 21-40 %tile	Avg 41-60 %tile	HiAvg 61-80 %tile	Hi 81-100 %tile
PGE	7%	10%	14%	30%	39%
K	3%	5%	10%	44%	38%
1	5%	9%	11%	30%	45%
2	13%	18%	11%	18%	40%
3	7%	11%	21%	23%	38%
4	5%	9%	14%	37%	35%

Student Learning Strengths

MAPS

Current BOY MAP Data indicates students are on track to meet expectations with continued efforts in place. Every grade level in both Math and Reading has at least 70% of students on or above the Median compared to the MAPS norm.

STAAR

3rd Grade Math and Reading and 4th Grade Reading achieved a higher level of approaches according to the 2023 STAAR assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At the end of the 22-23 school year, our mastery levels on 3rd & 4th grade STAAR were lower than typical. **Root Cause:** STAAR 2.0 new question types and hybrid Math students taking 5th grade STAAR rather than 4th grade staar.

School Processes & Programs

School Processes & Programs Summary

Being a neighborhood school, Park Glen Elementary benefits from a family atmosphere of dedicated and strong group of parent and community volunteers to ensure our students are successful. We communicate with stakeholders through our principal and teacher newsletters, Twitter, Facebook and Seesaw communication application. Our PTA executive board is aligned with school goals and works closely with campus administration to support the school's needs.

The Campus Leadership Team at Park Glen Elementary will help develop the campus plan based on the district strategic plan along with campus data from assessments and school climate survey. The campus plan will be implemented by campus administration, the GLC and staff members. Campus administration, GLC, vertical teams and staff will be used to monitor the progress of the performance objectives in the school improvement plan. Teachers utilize common planning time to plan collaboratively using district vertically aligned curriculum and assessment results. PLC planning time is spent analyzing the latest testing data and planning for the future.

School Processes & Programs Strengths

Organizational Strengths:

- Campus plan developed and reviewed collaboratively
- Common planning time / intentional PLC & data meetings
- Master schedule developed to provide large blocks of instructional time
- Outside tutors help support students by pulling a targeted group of 5 kids at a designated time (at risk, academic or social needs)
- Instructional Specialists work with tier 2 and 3 students to fill learning gaps

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Monitoring campus-wide academic data by grade level to ensure students' needs are being met consistently **Root Cause:** No universal data tracking sheet

Perceptions

Perceptions Summary

A school's culture is made up of **the traditions, routines, expectations and interactions that take place**. Attending to these factors in a way that reflects the mission and values of the community, in and outside of the classroom, are key to a healthy culture. Park Glen has many traditions that we honor, routines that we uphold, interactions that we advocate for that embrace our values of preparation, goodwill, and excellence.

- low staff turnover
- strong parent-teacher partnerships
- many community and school events
- PTA School of Excellence awards for three consecutive cycles: (2018-2020) & (2020-2022) & (2022-2024)

Park Glen Elementary implements Positive Behavior Intervention Strategies to ensure the environment is safe, nurturing, and inclusive for all students, staff, parents, and other stakeholders. We also offer many extra-curricular opportunities for students to expand their learning and growth beyond the classroom in ways that meet the needs and interests of all students.

Other School Culture and Climate Strengths include -

- -Extra curricular school events for students to join - Coding, Theater, Choir Club, Art, Cheetah Math, Reading Olympics, Talent Show, Battle of the Books, Tech Ninjas, Keller Shake, STEAM Challenge, and Garden Club
- -Character education - Junior Ments (mentors)

A Reach Rally is a grade level award ceremony that occurs at the end of each 9-weeks to award students for their accomplishments the previous 9-weeks. These rallies are for staff and students only and have a pep rally atmosphere. Music is played to get students excited. Teachers are encouraged to wear their cheetah tails (provided by PBIS committee), cheetah ears, tutus, etc. These rallies are a celebration of student success. They are planned to be quick and efficient, lasting approximately 20 minutes per grade level. Students are celebrated and awards are given for the following achievements.

- Honor Roll - given to every student that earned either A OR A/B honor roll
- Triple A Award (Academic, Attitude, Attendance) - given to every student that earned A honor roll, Perfect Attendance, No Tardies, M's for conduct
- Attendance - given to every student with No absences and No Tardies
- On a Roll - given to ONE student that has shown improvement in any area or is "on a roll" in the classroom for any reason
- Principal's Award - given to ONE student for their accomplishments the previous 9-weeks
- Character Awards - given to ONE student per MONTH based on campus Character Qualities
- Co-curr Awards - ONE will be given per grade level, per co-curr class
- Top Cheetah (per grade level) - ONE will be given to ONE student in each grade level. Each teacher will submit a name and 2-3 sentences as to why that child has earned the Top Cheetah award to team leader by the Monday before the Rally. The team leaders will submit the grade level recommendations. Winner will be announced by admin at Rally and teacher's words will be read aloud to students. These students will earn a Cheetah Tail.
- Presidents Academic and Presidents Achievement Awards for 4th Grade

Perceptions Strengths

All staff members belong to the PTA. We have an amazing PTA that is highly involved and supportive. Park Glen Elementary PTA has won The Voice for Every Child Platinum Award by recruiting members equal to 100% or more of their student enrollment — representing one voice for every child on campus. Park Glen is able to gain high parent and community engagement through PTA by planning events such as staff luncheons, "Tears & Cheers", Family Fri-Yay!, Dads on Duty, Grandpals Day, Marco's & Chipotle Spirit Nights, Family and Movie Night, and Teacher Appreciation Week.

PGE portrays a strong sense of community with our families through many events including Back to School Kickoff, Career Day, Field Day, Community Service Projects, Red Ribbon Week, Run in the Dark, Book Fair, and Special Olympics.

Our campus has received community awards for three cycles (six years), has excellent academics, and is known for having polite and thoughtful students.

Priority Problem Statements

Problem Statement 1: At the end of the 22-23 school year, our mastery levels on 3rd & 4th grade STAAR were lower than typical.

Root Cause 1: STAAR 2.0 new question types and hybrid Math students taking 5th grade STAAR rather than 4th grade staar.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Monitoring campus-wide academic data by grade level to ensure students' needs are being met consistently

Root Cause 2: No universal data tracking sheet

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Declining enrollment

Root Cause 3: Natural real-estate fluctuations and age of the neighborhood.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Park Glen Elementary's percentage of Economically Disadvantages student population is slowing increasing.

Root Cause 4: Natural changes in family mobility, real-estate fluctuations, and age of school community.

Problem Statement 4 Areas: Demographics

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals



Revised/Approved: September 29, 2023







Goal 1: Increase Student Achievement







Performance Objective 1: 60% of 3rd grade students will score MEETS in reading and math as measured by 2024 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Kindergarten through fourth grade students will participate in End of Unit assessments to measure progress and ensure students have learned the content.</p> <p>Measures: Administration will monitor results of Unit Assessment data in AWARE</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
		 60%	
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Kinder - fourth grade teachers will utilize beginning and middle of the year MAPS and Running Records to plan targeted instruction to increase students reading level.</p> <p>Measures: PLC meetings to plan interventions</p> <p>Staff Responsible for Monitoring: Teachers</p>	Progress		
	Dec	Apr	July
		 65%	

Action Step 3 Details	Progress Reviews		
Action Step 3: Content teams will schedule meetings post-unit assessment to review data. Measures: Administration will monitor meetings Staff Responsible for Monitoring: Teachers	Progress		
	Dec	Apr	July
			
Action Step 4 Details	Progress Reviews		
Action Step 4: Content teams will participate in PLCs and incorporate student data into the lesson planning cycle. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
Action Step 5: Campus-based substitute will tutor students Kinder - 4th grade in small groups two times a week. Measures: Classroom teachers will track data to measure student participation and student growth. Staff Responsible for Monitoring: Administration	Progress		
	Dec	Apr	July
			
Action Step 6 Details	Progress Reviews		
Action Step 6: After school tutoring will take place 4 times a week for students who were unsuccessful on the 3rd grade STAAR assessment. Measures: Attendance sheets to ensure student participation Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Progress		
	Dec	Apr	July
			
Action Step 7 Details	Progress Reviews		
Action Step 7: Continue Hybrid Math program for students who qualify to increase rigor for students to learn advanced math in Kindergarten-4th grade	Progress		
	Dec	Apr	July
			





Action Step 8 Details	Progress Reviews		
Action Step 8: Partner with PTA to provide academic enrichment programs for Math and Reading that motivate and support student growth and practice.	Progress		
	Dec	Apr	July
			
Action Step 9 Details	Progress Reviews		
Action Step 9: Teachers will effectively implement new RLA curriculum that align to the district scope-and-sequence and unit assessments. Measures: Classroom observations Staff Responsible for Monitoring: Teachers, Coaches, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Progress		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: At the end of the 22-23 school year, our mastery levels on 3rd & 4th grade STAAR were lower than typical. Root Cause: STAAR 2.0 new question types and hybrid Math students taking 5th grade STAAR rather than 4th grade staar.
School Processes & Programs
Problem Statement 1: Monitoring campus-wide academic data by grade level to ensure students' needs are being met consistently Root Cause: No universal data tracking sheet

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

Performance Objective 1: During the 2023-2024 school year Park Glen will effectively build partnerships with all students, staff, and parents as evidenced by parent and student surveys.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will check-in with every student's parent during the first quarter of school. Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will write one postcard to each student in their homeroom class during the school year. Measures: Postcard checklist Staff Responsible for Monitoring: Teachers & Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Administration will provide training, guidance, and support on professionalism in communication with parents. Measures: Monitor number of parent and/or staff complaints Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
			

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Staff will plan and implement positive behavioral intervention supports campus-wide with Cheetah Bucks and various rewards to motivate and teach students leadership behaviors.</p> <p>Measures: Observations, student surveys</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
		 75%	
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Administration will plan, implement, and celebrate positive office referrals when written for students exhibiting the campus leadership traits of Respect, Excellence, Attitude, Cooperation, & Honesty.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
		 75%	
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Campus communication will be clear and consistent with parents via Grade-Level weekly newsletter, weekly principal newsletter, & social media posts.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Progress		
	Dec	Apr	July
		 75%	
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Implement campus-wide weekly morning assemblies (Cheetah Charge Ups) to provide time to gather, build relationships, and learn about leadership traits.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Progress		
	Dec	Apr	July
		 60%	
<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>			

Performance Objective 1 Problem Statements:

Demographics

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








Problem Statement 2: Declining enrollment **Root Cause:** Natural real-estate fluctuations and age of the neighborhood.

School Processes & Programs

Problem Statement 1: Monitoring campus-wide academic data by grade level to ensure students' needs are being met consistently **Root Cause:** No universal data tracking sheet

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: During the 2023-2024 school year Park Glen will ensure all students grow academically and receive appropriate intervention by implementing a structured and collaborative data-monitoring system utilizing campus universal data sheets.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Following Unit Assessments and MAPS testing, teachers will meet as PLCs to review data, group students, and plan interventions.</p> <p>Measures: Administration will meet with teams to determine groups of students who need intervention / extension.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Campus Administrators and Campus Interventionist will develop grade-level universal data sheets</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Monitoring campus-wide academic data by grade level to ensure students' needs are being met consistently Root Cause: No universal data tracking sheet</p>