

**Eagle Mountain-Saginaw Independent School District**  
**Parkview Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The **Mission of Parkview Elementary** is

to foster a **love of learning**

by providing a **safe and engaging environment**

for **all** students, regardless of circumstance,

to **learn and grow academically, emotionally, and socially.**

The mission of the Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

# Vision

Parkview **P**ostive **R**espectful **I**ntegrity **D**ependable **E**ncourage

## Value Statement

Collective Commitments:

1. We will work collaboratively with an open mind, positive attitude, and mutual respect.
2. We will have an intentional greeting and wrap-up in our classroom each day.
3. We will look for and celebrate each other's success.
4. We will create an environment of intrinsic motivation to empower Parkview students to take responsibility for their education and become life-long learners.
5. We will foster positive and honest communication between colleagues, students, and parents.
6. We will take responsibility for our actions and be proactive in solving problems.
7. We will use collective data and District curriculum to differentiate instruction to meet the needs of all students.
8. We will assume responsibility for all students at Parkview Elementary.
9. We will value ourselves and others as we set high expectations for the Parkview community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Parkview Elementary has 553 students enrolled for the 2022-2023 school year. Parkview Elementary has the following full-time staff members:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Librarian
- 29 General Education Teachers
- 4 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Specialist
- 1 Title I Reading Coach
- 1 Math Specialist
- 1 Registered Nurse
- 4 Paraprofessionals (Instructional - Makerspace, Physical Education, Pre-K)
- 7 Paraprofessionals (Instructional - Special Education)
- 3 Paraprofessionals (Office)
- 1 Speech Therapist
- 1 Dyslexia Therapist

Parkview Elementary also employs the following part-time employees:

- 1 Gifted/Talented Teacher
- 1 Diagnostician
- 1 Math Coach

Parkview Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Structured Learning Environment, Special Education Achievement, Character and Essential Skills, Special Education Speech Therapy, Dyslexia Services, Title I Reading Services, & Title I Math Services.

<b>Parkview Elementary Demographic Data 2022-2023</b>	
African American	20.61%
Hispanic	38.51%
White	30.19%
American Indian or Alaskan Native	0.54%
Asian	3.43%
Native Hawaiian or Other Pacific Islander	0.36%
Multi-Racial	5.90%
Economically Disadvantaged	51.89%
Limited English Proficient	5.78%
Special Education	14.64%
Gifted & Talented	7.05%
At-Risk	47.76%
Mobility Rate	17.72%

### **Demographics Strengths**

- Our student population continues to grow at a steady pace.
- Diversity in our student population.
- PTA membership and parent participation continues to grow.
- We have added a second full day Pre-K program at Parkview.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 17.72% is our mobility rate.

# Student Achievement

## Student Achievement Summary

Grade Level	% Passing	Difference	% Mastered	Difference
3rd Grade Reading 2013-2014	77%	-4%	17%	+1%
3rd Grade Reading 2014-2015	87%	+10%	21%	+4%
3rd Grade Reading 2015-2016	86%	-1%	30%	+9%
3rd Grade Reading 2016-2017	77%	-9%	27%	-3%
3rd Grade Reading 2017-2018	78%	+1%	26%	-1%
3rd Grade Reading 2018-2019	73%	-5%	24%	-2%
3rd Grade Reading 2020-2021	55%	-18%	8%	-16%
3rd Grade Reading 2021-2022	71%	+16%	26%	+18%

Grade Level	% Passing	Difference	% Mastered	Difference
3rd Grade Math 2013-2014	58%	-6%	9%	+4%
3rd Grade Math 2014-2015	88%	+30%	17%	+8%
3rd Grade Math 2015-2016	80%	-8%	23%	+6%
3rd Grade Math 2016-2017	82%	+2%	36%	+13%
3rd Grade Math 2017-2018	89%	+7%	31%	-5%
3rd Grade Math 2018-2019	80%	-9%	17%	-14%
3rd Grade Math 2020-2021	60%	-20%	10%	-7%
3rd Grade Math 2021-2022	71%	+11%	20%	+10%

Grade Level	% Passing	Difference	% Mastered	Difference
4th Grade Reading 2013-2014	77%	+4%	14%	+1%
4th Grade Reading 2014-2015	87%	+10%	17%	+3%
4th Grade Reading 2015-2016	78%	-9%	16%	-1%
4th Grade Reading 2016-2017	69%	-9%	19%	+3%
4th Grade Reading 2017-2018	64%	-5%	16%	-3%
4th Grade Reading 2018-2019	73%	+11%	11%	-5%

<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
4th Grade Reading 2020-2021	53%	-20%	6%	-5%
4th Grade Reading 2021-2022	72%	+19%	17%	+11%

<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
4th Grade Math 2013-2014	75%	+4%	16%	+7%
4th Grade Math 2014-2015	69%	-6%	10%	-6%
4th Grade Math 2015-2016	85%	+16%	30%	+20%
4th Grade Math 2016-2017	72%	-13%	23%	-7%
4th Grade Math 2017-2018	74%	+2%	21%	-2%
4th Grade Math 2018-2019	71%	-3%	28%	+7%
4th Grade Math 2020-2021	54%	-17%	14%	-14%
4th Grade Math 2021-2022	56%	+2%	4%	-10%

<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
4th Grade Writing 2013-2014	71%	+17%	0%	-4%
4th Grade Writing 2014-2015	49%	-22%	5%	+5%
4th Grade Writing 2015-2016	68%	+19%	7%	+2%
4th Grade Writing 2016-2017	54%	-14%	8%	+1%
4th Grade Writing 2017-2018	54%	0%	4%	-4%
4th Grade Writing 2018-2019	51%	-3%	3%	-1%
4th Grade Writing 2020-2021	46%	-5%	2%	-1%

<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
5th Grade Reading 2013-2014	88%		18%	
5th Grade Reading 2014-2015	91%	+3%	31%	+13%
5th Grade Reading 2015-2016	92%	+1%	27%	-4%
5th Grade Reading 2016-2017	89%	-3%	27%	0%
5th Grade Reading 2017-2018	89%	0%	34%	+7%



<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
5th Grade Reading 2018-2019	90%	+1%	32%	-2%
5th Grade Reading 2020-2021	72%	-18%	30%	-2%
5th Grade Reading 2021-2022	81%	+11%	28%	-2%

<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
5th Grade Math 2013-2014	74%	+9%	11%	-4%
5th Grade Math 2014-2015	84%	+10%	12%	+1%
5th Grade Math 2015-2016	87%	+3%	11%	-1%
5th Grade Math 2016-2017	98%	+11%	24%	+13%
5th Grade Math 2017-2018	92%	-6%	19%	-5%
5th Grade Math 2018-2019	89%	-3%	30%	+11%
5th Grade Math 2020-2021	74%	-15%	28%	-2%
5th Grade Math 2021-2022	70%	-4%	12%	-16%

<b>Grade Level</b>	<b>% Passing</b>	<b>Difference</b>	<b>% Mastered</b>	<b>Difference</b>
5th Grade Science 2013-2014	73%	+7%	7%	-3%
5th Grade Science 2014-2015	74%	+1%	7%	0%
5th Grade Science 2015-2016	74%	0%	6%	-1%
5th Grade Science 2016-2017	68%	-6%	5%	-1%
5th Grade Science 2017-2018	78%	+10%	12%	+7%
5th Grade Science 2018-2019	73%	-5%	22%	+10%
5th Grade Science 2020-2021	69%	-4%	10%	-12%
5th Grade Science 2021-2022	69%	0%	10%	0%

Subpop Grade Level/Subject Area	All Students	All Students	White	White	Hispanic	Hispanic	African	African	EcoDis	EcoDis	Sped	Sped
	20-21	21-22	20-21	21-22	20-21	21-22	American	American	20-21	21-22	20-21	21-22
							20-21	21-22				
3rd Grade Reading	55%	71%	60%	77%	53%	67%	50%	67%	45%	N/A	18%	25%
3rd Grade Math	60%	71%	84%	74%	50%	69%	31%	67%	51%	N/A	45%	25%
4th Grade Reading	53%	72%	61%	76%	61%	73%	14%	63%	39%	80%	43%	29%
4th Grade Math	54%	56%	65%	62%	48%	58%	36%	42%	51%	40%	36%	43%
5th Grade Reading	72%	81%	71%	90%	72%	76%	67%	73%	67%	71%	17%	47%
5th Grade Math	74%	70%	89%	82%	72%	62%	50%	53%	67%	71%	33%	40%
5th Grade Science	69%	69%	75%	79%	66%	57%	58%	60%	58%	71%	25%	33%

BAS Data	2018-2019	2020-2021	2018-2019	2020-2021	2021-2022
	Below Grade Level	Below Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level
MOY Kindergarten	20%	33%	80%	67%	63%
EOY Kindergarten	36%	51%	64%	49%	42%
MOY 1st Grade	49%	50%	51%	50%	43%
EOY 1st Grade	48%	40%	52%	60%	45%
MOY 2nd Grade	24%	54%	76%	46%	66%
EOY 2nd Grade	19%	44%	81%	56%	65%

## Student Achievement Strengths

Increase in on or above grade level in 1st and 2nd grade as measured by BAS. (1st- +20%, 2nd- +12%)

5th Grade STAAR:

Reading- 72% (30% mastered)

Math- 74% (28% mastered)

Science- 69%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The Number of Students Below Grade Level at the End of the Year in K-1 as measured by BAS. **Root Cause:** K-2 will plan with instructional coach support weekly to ensure instruction is aligned with TEKS and district curriculum and resources are being utilized K-2 will meet with cohort groups regularly

**Problem Statement 2 (Prioritized):** After analysis of historical and current data, the percentage of students "Approaching and Meeting" standard on the 4-5 Math STAAR assessments has decreased over time. **Root Cause:** 3-5 will plan with instructional coach support weekly to ensure instruction is aligned with TEKS and district curriculum and resources are being utilized 3-5 will meet with cohort groups regularly K-5 Vertical Team Meetings

# School Culture and Climate

## School Culture and Climate Summary

### **Mission:**

The Mission of Parkview Elementary is to foster a love of learning by providing a safe and engaging environment for all students, regardless of circumstance, to learn and grow academically, emotionally, and socially.

### **Vision:**

Positive

Respectful

Integrity

Dependable

Encourage

### **Campus Collective Commitments:**

1. We will work collaboratively with an open mind, positive attitude, and mutual respect.
2. We will have an intentional greeting and wrap-up in our classroom each day.
3. We will look for and celebrate each other's successes.
4. We will create an environment that will encourage intrinsic motivation to empower Parkview students to take responsibility for their education and become life-long learners.
5. We will foster honest and positive communication between colleagues, students, and parents.
6. We will take responsibility for our actions and be proactive in solving problems.
7. We will assume responsibility for all students at Parkview Elementary.
8. We will use collective data and district curriculum to differentiate instruction to meet the needs of all students.
9. We will value ourselves and others as we set high expectations for the Parkview community.

The school culture at Parkview Elementary is built around our Mission, Parkview Pride and Collective Commitments. Our PRIDE posters are posted throughout the campus. Each day students are reminded to show their Parkview Pride on the morning announcements. A Maverick of the Week from each class that best shows their Parkview Pride in a specific area for that week is selected and honored. K-5 have implemented Positive Action as part of the LiINK program.

PBIS- Parkview has PRIDE posters with behavior expectations displayed in common areas. These PBIS expectations are discussed and

reinforced in each classroom. Each classroom implements CHAMPS and STOIC.

### **School Culture and Climate Strengths**

### **K-12 Insight School Climate Survey- Employee Survey Results: (13 staff members took survey)**

- I feel respected and appreciated by my colleagues. 69% strongly agree, agree
- Families are encouraged to attend school sponsored events. 100%
- I am engaged in my work. 93% strongly agree, agree
- Staff members are trained in district's safety and security procedures. 92% strongly agree, agree

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Staff members and students treat each other with respect. 38% strongly agree or agree

**Problem Statement 2:** Only 13 staff members completed the survey. (-17)

**Problem Statement 3:** Discipline is enforced fairly. 31% strongly agree, agree

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

- As a Professional Learning Community we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for education and align to our vision and goals. We work to support one another in order to effectively serve our entire Maverick community.

Learning opportunities are embedded in each area of our work as a Professional Learning Community. Campus-wide, vertical, grade level, leadership, and individual learning opportunities will be consistently implemented as part of our campus professional learning plan. Areas of learning will include but are not limited to instructional practice, using data to inform, utilizing resources, leadership, and relationship building.

1. Campus Professional Learning - Professional learning opportunities are provided regularly throughout the school year at Parkview Elementary. The professional learning is determined based on the needs of the staff.
2. Grade Level PLCs meet weekly. The work is centered around the 4 questions and using data to drive the instructional needs of the students.

## Staff Quality, Recruitment, and Retention Strengths

- Content Specialist available to provide job embedded PD.
- Common Planning time built in to master schedule for Kinder - 5th grade.
- Ongoing professional learning provided to all professional staff members from the district and campus.
- Grade level collaboration built in to the master schedule for Kinder - 5th grade.
- Designated intervention time to meet the needs of students and protect tier 1 instruction.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** SLE self-contained classroom teacher position not filled. **Root Cause:** Lack of highly qualified applicants for hard to fill positions.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum -

- Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS to the same depth & complexity.
- The PLC process is used to unwrap essential standards, develop common assessments, and plan for intervention & remediation.

### Instruction -

- Instructional Coaching - Title I Reading, Math, and Writing coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.
- All general education teachers and special education teachers receive training on the district fundamental practices.
- SLO's and T-TESS Professional Goals collectively developed.
- All grade level teams have on campus access to district Instructional Technology specialist regularly

### Assessment -

- Literacy - Fountas & Pinnell Benchmark Assessment System, iStation, mCLASS (K-2)
- Math - iStation, MSTAR, ESTAR
- District Common Assessments
- Benchmarks - 3rd, 4th, 5th
- Dyslexia Screeners K/1

## Curriculum, Instruction, and Assessment Strengths

- Team collaboration
- Guaranteed & viable curriculum across each grade level.
- Access to Curriculum Coordinators and campus learning coaches, and Instructional Technologists
- Access to supplemental resources purchased through Title I funds
- Student achievement monitored through ongoing progress monitoring and assessments
- Utilizing Title I Reading and Math Coach to ensure K-5 instruction is aligned.
- Student Data Tracking
- System in place for identifying and providing student interventions

# Parent and Community Engagement

## Parent and Community Engagement Summary

**K-12 Insight School Climate Survey- Parent Survey Results:** (39 Parents took the survey)

Teachers set high expectations for all students. 87% strongly agree, agree, neutral

Students and staff members are trained in the district's safety and security procedures by participating in regular safety drills. 95% strongly agree, agree, neutral

Families are encouraged to attend school-sponsored activities. 92% strongly agree, agree, neutral

This school respects and values input provided by families. 85% strongly agree, agree, neutral

This school uses family input to improve our school. 85% strongly agree, agree, neutral

Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, disabilities or circumstances. 88% strongly agree, agree, neutral

## Parent and Community Engagement Strengths

Teachers set high expectations for all students. 87% strongly agree, agree, neutral

Students and staff members are trained in the district's safety and security procedures by participating in regular safety drills. 95% strongly agree, agree, neutral

Families are encouraged to attend school-sponsored activities. 92% strongly agree, agree, neutral



# School Context and Organization

## School Context and Organization Summary

**There are a variety of collaborative team structures in place in order to ensure student academic, emotional, social, and behavioral needs are being met.**

### Grade Level PLCs

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

### Vertical Teams

- K-5th Grade ELAR
- K-5th Grade Math
- K-5th Grade Science

### Team Leads

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- Special Education
- Specials Team

### Other Leadership opportunities available at Parkview:

- ELAR CFA
- Math CFA
- Team Lead
- CTI
- Attendance Committee
- DPAC Representatives

- Education Foundation Care Captain
- LPAC Representative
- UIL Coordinator
- Spelling Bee Coordinator
- Destination Imagination Team Captain
- Professional Development

### **School Context and Organization Strengths**

1. All general education teachers are a member of a grade level team and vertical team.
2. Special education resource teachers participate in vertical teams and grade level collaboration as appropriate.
3. Campus coaches participate in weekly planning with grades K-5.

# Technology

## Technology Summary

### Campus Technology Advisory Committee

- A Campus Technology Advisory Committee was established in the spring of 2021.
- The mission of the Campus Technology Advisory Committee is to develop, maintain, and monitor a plan to ensure students will have adequate and appropriate access to district-provided technology devices to enhance learning.
- New technology has been added to enhance instructional practice.
- Parkview is made adequate progress towards 1:1 device implementation.
- Instructional Technologist are available monthly during the school day to provide professional development and support to staff.

## Technology Strengths

- Additional student devices bring increased instructional technology opportunities for students.
- Parkview Elementary has to 1:1 device implementation.
- Bi-weekly computer lab visits during specials rotations.
- Computer lab is available for classes to schedule times and utilize.
- Each classroom has a cart available to house devices so that technology is easily available for student use.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Parkview has just enough devices for 1 on 1 device implementation.

# Priority Problem Statements

**Problem Statement 1:** The Number of Students Below Grade Level at the End of the Year in K-1 as measured by BAS.

**Root Cause 1:** K-2 will plan with instructional coach support weekly to ensure instruction is aligned with TEKS and district curriculum and resources are being utilized K-2 will meet with cohort groups regularly

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** After analysis of historical and current data, the percentage of students "Approaching and Meeting" standard on the 4-5 Math STAAR assessments has decreased over time.

**Root Cause 2:** 3-5 will plan with instructional coach support weekly to ensure instruction is aligned with TEKS and district curriculum and resources are being utilized 3-5 will meet with cohort groups regularly K-5 Vertical Team Meetings

**Problem Statement 2 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# Goals

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 1:** By the end of the 2022-2023 school year, 90% of all prekindergarten students will score "on track" on the CLI Engage progress.

**Evaluation Data Sources:** CLI Engage Progress Monitoring

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize the campus instructional coach as a resource for our Pre-K teacher to ensure high quality Tier 1 instruction is taking place and is aligned with our district curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of all prekindergarten students will score "on track" on the CLI Engage progress. Walk-throughs, observations, and PLC discussions will show alignment and an increase in rigorous instruction in our Pre-K classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Pre-K Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Pre-K teacher will complete the T-TESS Student Growth Model Process to track student growth on CLI assessments and letter/sound identification.</p> <p><b>Strategy's Expected Result/Impact:</b> 90 % of all prekindergarten students will score "on track" on the CLI Engage progress for rapid letter naming and will be able to identify a minimum of 20 lowercase letters and 20 uppercase letters.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Pre-K Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All Pre-K students will create and utilize an individual student goal setting and data tracking folder.</p> <p><b>Strategy's Expected Result/Impact:</b> All Pre-K students will show an increase in academic and SEL achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Pre-K Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Pre-K teacher will follow the CIRCLE curriculum, which is aligned to the CLI assessments and provide families with involvement activities that can be practiced at home.</p> <p><b>Strategy's Expected Result/Impact:</b> All Pre-K students will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Pre-K Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 2:** By the end of the 2022-2023 school year, 85% of all kindergarten, first grade, and second grade students will meet or exceed one year of growth as measured by the Fountas & Pinnell Benchmark Assessment System.

**Evaluation Data Sources:** K-2 BOY, MOY, and EOY BAS data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Kindergarten, First Grade, and Second Grade teachers will complete the T-TESS SLO Student Growth Model process to track student growth during guided reading.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of all kindergarten, first grade, and second grade students will meet or exceed one year of growth as measured by the Fountas &amp; Pinnell Benchmark Assessment System.</p> <p><b>Staff Responsible for Monitoring:</b> K-2 Teachers, Instructional Coach, Reading Specialist, Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Targeted reading intervention will be provided for K-2 during intervention time for identified K-2 students utilizing district approved resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth.</p> <p><b>Staff Responsible for Monitoring:</b> K-2 Teachers, Instructional Coach, Reading Specialist, Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize instructional coach as a resource for K-2 teachers to ensure high-quality Tier 1 instruction that aligns our district curriculum is occurring in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-throughs, observations, and PLC discussions will show alignment and an increase in rigorous instruction in our K-2 classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize balanced literacy approach daily in K-2 to target reading strategies, phonics, fluncy, and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed one years growth according to BAS data. mCLASS assessments will show growth through the use of targeted activities in the Amplify reading program.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal, K-2 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide targeted early literacy intervention (letter identification, letter/sound correspondence) will be provided to identified kindergarten students.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students meeting or exceeding EOY standards will increase. mCLASS data will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal, K-2 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> K-2 students will create and utilize goal setting and data tracking folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall K-2 student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal, K-2 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide targeted early numeracy intervention (number identification, number correspondence) to identified kindergarten and first grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students meeting EOY grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, K-1 Teachers, Math Coach, Math Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 3:** At the end of each assessment period, 90% of all K-1st grade students will meet or exceed mastery on math report card standards.





**Evaluation Data Sources:** Nine Week K-1 Report Cards  
iStation (BOY, MOY, EOY)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-1 teachers will utilize Number Corner daily to build number sense and numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> At the end of each assessment period, 90% of all K-1st grade students will meet or exceed mastery on math report card standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, K-1 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> K-1 students will create and utilize goal setting and data tracking folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall K-1 student achievement will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, K-1 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 4:** At the end of each assessment period, 85% of second grade students will meet or exceed the passing standard as measured by the District Common Assessment (DCA).

**Evaluation Data Sources:** District Common Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 2nd grade teachers will utilize Number Corner daily to build number sense and numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Second grade students will meet or exceed the passing standard as measured by the District Common Assessment (DCA).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 2nd Grade Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 2 grade students will create and utilize goal setting and data tracking folders.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall K-1 student achievement will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 2nd Grade Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> During weekly planning and collaboration, teachers will utilize backwards design planning and create formative assessments during each unit.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of second grade students will meet or exceed the passing standard as measured by the District Common Assessment (DCA).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 2nd Grade Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 5:** By the end of the 2022-2023 school year, 80% of 3rd, 4th, 5th grade students including EL and Sped students, will meet or exceed standard on the 2023 Reading STAAR Assessment.

**Evaluation Data Sources:** 2022-2022]3 Interim Assessments  
 2022-2023 DCA Assessments  
 2022-2023 Reading STAAR Assements

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 3-5 grade students will create and utilize goal setting and data tracking folders.  <b>Strategy's Expected Result/Impact:</b> Overall 3-5 student achievement will increase  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During weekly planning and collaboration, teachers will utilize backwards design planning and create formative assessments during each unit.  <b>Strategy's Expected Result/Impact:</b> 80% of 3rd, 4th, 5th grade students including EL and Sped students, will meet or exceed standard on the 2023 Reading STAAR Assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Targeted reading intervention will be provided for students during intervention time for identified 3-5 students utilizing district approved resources.            ELAR tutor to support identified Tier 2 and 3 students.            Daily intervention time built into master schedule to address Tier 2 and 3 student needs and offer enrichment opportunities.  <b>Strategy's Expected Result/Impact:</b> Increase number of 3-5 students meeting, exceeding, and approaching standard on the 2022 STAAR Reading assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Curriculum  <b>Funding Sources:</b> Tutor - 211 - Title 1, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Literacy Instructional Coach will work directly with classroom teachers to model lesson, provide one-on-one support, and facilitate professional development opportunities, collaborate with teachers during weekly planning and PLC.  <b>Strategy's Expected Result/Impact:</b> Increase number of 3-5 students meeting, exceeding, and approaching standard on the 2022 STAAR Reading assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All 3-5 teacher will utilize a balanced literacy framework/workshop model that incorporates reading and writing conferences with students to monitor progress towards personalized learning goals.  <b>Strategy's Expected Result/Impact:</b> Students will engage in on level texts and increase time that they are reading independently. Students will utilize their individual data folders to monitor their reading and writing goals.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> ELAR Content Facilitator Academy teachers will meet with district content coordinators, coaches and teacher leaders across the district regularly throughout the school year to gain curriculum knowledge and strategies to share with their campus teams in order to ensure district alignment, rigor and fidelity in content implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers gain curriculum knowledge and strategies to share with their campus teams in order to ensure district alignment, rigor and fidelity in content implementation. ELAR data will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches, Grade Level CFA Representatives</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Campus resource teachers will participate in grade level PLC's of selected grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing number of special education students meeting or exceeding grade level standards on STAAR assessments, district common assessments, and universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Resource Teachers, Coaches, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 6:** By the end of the 2022-2023 school year, 80% of 3rd, 4th, 5th grade students including ELs and Sped students, will meet or exceed standard on the 2022 Math STAAR Assessment.

**Evaluation Data Sources:** 2022-2023 Interim Assessments  
 2022-2023 DCA Assessments  
 2022-2023 Math STAAR Assesments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 3-5 grade students will create and utilize goal setting and data tracking folders.  <b>Strategy's Expected Result/Impact:</b> Overall 3-5 student achievement will increase  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During weekly planning and collaboration, teachers will utilize backwards design planning and create formative assessments during each unit.  <b>Strategy's Expected Result/Impact:</b> 80% of 3rd, 4th, 5th grade students including EL and Sped students, will meet or exceed standard on the 2023 Math STAAR Assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Targeted reading intervention will be provided for students during intervention time for identified 3-5 students utilizing district approved resources.  Math tutor to support identified Tier 2 and 3 students.  Daily intervention time built into master schedule to address Tier 2 and 3 student needs and offer enrichment opportunities.  <b>Strategy's Expected Result/Impact:</b> Increase number of 3-5 students meeting, exceeding, and approaching standard on the 2022 STAAR Math assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  <b>Funding Sources:</b> Tutor - 199 - State Compensatory Ed</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math Instructional Coach will work directly with classroom teachers to model lesson, provide one-on-one support, and facilitate professional development opportunities, collaborate with teachers during weekly planning and PLC.  <b>Strategy's Expected Result/Impact:</b> Increase number of 3-5 students meeting, exceeding, and approaching standard on the 2023 STAAR Reading assessment  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All 3-5 teacher will utilize the math workshop model daily.  <b>Strategy's Expected Result/Impact:</b> High quality Tier 1 aligned instruction  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, 3rd-5th Grade Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math Content Facilitator Academy teachers will meet with district content coordinators, coaches and teacher leaders across the district regularly throughout the school year to gain curriculum knowledge and strategies to share with their campus teams in order to ensure district alignment, rigor and fidelity in content implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers gain curriculum knowledge and strategies to share with their campus teams in order to ensure district alignment, rigor and fidelity in content implementation. Math data will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches, Grade Level CFA Representatives</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Campus resource teachers will participate in grade level PLC's of selected grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing number of special education students meeting or exceeding grade level standards on STAAR assessments, district common assessments, and universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Resource Teachers, Coaches, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 7:** By the end of the 2022-2023 school year, 80% of 5th grade students including ELs and Sped students, will meet or exceed standard on the 2023 Science STAAR Assessment





**Evaluation Data Sources:** 2022-2023 Benchmark Assessments  
 2022-2023 DCA Assessments  
 2022-2023 Science STAAR Assements

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 5 grade students will create and utilize goal setting and data tracking folders.  <b>Strategy's Expected Result/Impact:</b> Overall 5 student achievement will increase  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, 5th Grade Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Pre-K-5 teachers will purposefully plan for more hands-on science labs and opportunities for students to transfer concrete knowlege gained through labs into their science journal through words and illustrations.  <b>Strategy's Expected Result/Impact:</b> Students scores on 5th grade science STAAR will increase.                      Prior knowledge from grade level to the next will increase.                      Student engagement will increase.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Pre-K-5th Grade Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>Funding Sources:</b> Consumables from Science Labs - 211 - Title 1, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 8:** Students, staff, and parents will report that the culture of Parkview Elementary is safe, caring, and positive based on survey results and XSEL assessments.





**Evaluation Data Sources:** XSEL Assessment  
 Parent Survey  
 Teacher & Staff Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus will implement and teach student "Zones of Regulations" to help students self regulate.  <b>Strategy's Expected Result/Impact:</b> Students are able to self regulate their emotions  <b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>Title I:</b>                      2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Pre-K-4th grade classroom teachers will provide Postitive Action lessons to students daily.  <b>Strategy's Expected Result/Impact:</b> Students are able to interact and problem solve with their peers successfully.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b>                      2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The school counselor will utilize the elementary counseling curriculum and practices to promote physical and mental well-being for all students Pre-K-5.  <b>Strategy's Expected Result/Impact:</b> Increase in mental and physical well-being  <b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>Title I:</b>                      2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 9:** Parkview Elementary will implement an accelerated instruction plan to address and meet the needs of identified students.





**Evaluation Data Sources:** 3rd & 4th grade STAAR 2022 Reading, Math, and Writing

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> After identifying student gaps and targeted area of need, teachers, specialist, and tutors will provide accelerated instruction using district approved resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Identified students will meet or exceed the standard on the 2022 STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches, Interventionists, 4-5 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Tutors - 199 - State Compensatory Ed</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Targeted Tier 2 interventions will be provided grade level teachers through shared team interventions for students in K-5 who did not meet grade level expectations based on district assessments and universal screeners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth. Gaps will close and students will move to Tier 1. Students meeting or exceeding grade level expectations will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, K-5 Teachers, Coaches, Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Targeted Tier 3 interventions along with frequent progress monitoring will be provided by interventionist for students in grades K-5 who did not meet grade level expectations based on district assessments and universal screeners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth. Gaps will close and students will move to Tier 2. Students meeting or exceeding grade level expectations will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, K-5 Teachers, Coaches, Interventionist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 10:** Parkview Elementary staff will utilize CHAMPS structures to implement Tier 1 behavioral expectations.





**Evaluation Data Sources:** On task and student engagement walk through observations  
Office referral data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All professional staff will participate in PBIS and CHAMPS professional learning with a focus on establishing expectations in the classroom and campus common areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of off-task behaviors during walk through observations Decreased number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Maverick of the Week recognition for each classroom on the Friday morning announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> Student behavior will improve. Office referrals will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Pre-K-5 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Pencils, Tags.. - 211 - Title 1, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 1:** Pre-K- 5th grade students will maintain goal setting and data tracking folders throughout the school year.

**Evaluation Data Sources:** Student Data Folders and Data Talks  
PLC

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional development during Welcome Back Week will focus on student data binder expectations and key components.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased targeted use of student data tracking and goal setting.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assisstant Principal, Pre-K-5 Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 2:** During the 2022-2023 school year, all professional staff and instructional staff will be provided professional learning opportunities that increases their capacity to provide rigorous learning for all students.

**Evaluation Data Sources:** Weekly Collaboration Agenda/Notes  
 Professional Development Sign-In Sheets  
 Campus Professional Learning Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Additional collaboration time will be provided during the school day for teachers to work together to focus the four questions of PLC and grade level power standards in order to close gaps created by the virtual instruction and the COVID 19 pandemic.</p> <p>What do we want all students to know and be able to do?            How will we know if they learn it?            How will we respond when some students do not learn?            How will we extend the learning for students who are already proficient?</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher knowledge and alignment will increase. Student achievement will increase.  <b>Staff Responsible for Monitoring:</b> Principal, Assisstant Principal, Pre-K-5 Teachers, Instructional Coach</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Coach will help facilitate and support grade level teams during weekly planning and collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop a deeper understanding of content and curriculum to meet the needs of students and utilize effective instructional practices.  <b>Staff Responsible for Monitoring:</b> Principal, Assisstant Principal, Instructional Coach</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional development during the beginning of the year will focus on key pieces of data binders and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand their data and be able to determine strategies to enable them to reach their goal.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principla, Classroom Teachers, Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All professional staff will participate in ELPS training presented by Terri Watson.</p> <p><b>Strategy's Expected Result/Impact:</b> EL student achievment will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Offer monthly professional development opportunities for instructional technolgy during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement and achevement will increase. Technoligy will be routninely and effectively utilized to enhance daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Pre-K-Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 3:** During the 2022-2023 school year, Parkview Elementary will partner with Parkview PTA to provide opportunities for student, parent, and community involvement.

**Evaluation Data Sources:** Event Flyers  
 Event Sign-In Sheets  
 Campus Twitter, Facebook, and Remind  
 Parent School Climate Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide timely communication with parents through various communication platforms:            Weekly Grade Level Newsletter            Thursday Folders            Parkview Website            Parkview FaceBook Page            Parkview Twitter            Parkview PTA Facebook Page            Parkview Remind            Campus S'more Parent Newsletter            Grade Level Remind/Dojo/Bloomz            Skyward Email</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parent will agree or strongly agree with the statement that they are kept informed about activities such as tutoring, after school programs, student performances, workshops, and other events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers, Librarian, PTA Executive Board</p> <p><b>Title I:</b>            4.1, 4.2</p>	Formative		
	Dec	Mar	June





Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parkview will provide student, parent, and community involvement activities throughout the school year such as:  Meet the Teacher  Parkview Family Picnic  Boo at Parkview  Veteran's Day Dinner  Title I Informational Meeting  Painting with Parents  Spring Open House  Cocoa and Cookies with Santa  Student Performances  General PTA Meetings  Breakfast with Grandparents  Award Ceremonies</p> <p><b>Strategy's Expected Result/Impact:</b> Students, parents, and community will engage in with Parkview staff to increase overall involvement and positive partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PTA Executive Board, PES Staff</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 100% of Parkview Elementary staff will join Parkview PTA to support parental involvement and nurture relationships between staff and Maverick families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive responses on parent survey  Positive Campus Culture</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct Title I Informational Meeting to inform parents of Title I status and requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be informed about what it means to be a Title I campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Pre-K- 5th Grade teachers will conduct fall parent conferences to build and establish partnerships with families while communicating student data &amp; progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster positive relationships with families</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> A Parent/Student/Teacher Compact will be sent home during the fall after the Title I Informational Meeting explaining the partnership between school and home.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster positive relationships with families</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Pre-K- 5 Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 1:** 100% of staff and students will receive training in, and follow the Standard Response Protocol (SRP) from the I Love You Guys Foundation.





**Evaluation Data Sources:** Sign-In Sheet, Hand Outs, Powerpoint Presentation, Drill Logs, Drill Debrief Notes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Parkview Elementary staff will receive training in the Standard Response Protocol, Reunification Protocol, and Avoid/Deny/Defend, and Crises Go.</p> <p><b>Strategy's Expected Result/Impact:</b> The Parkview Elementary staff will understand and be prepared to respond to a crises situation on campus appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Standard Response Protocol and Reunification Protocol will be communicated to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and guardians will understand how to respond appropriately in the event of a crises emergency on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Emergency drill will be practiced each month according to the district schedule in the District Emergency Operations Plan utilizing Standard Response Protocol and Crises Go.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will be prepared and know what to do in an emergency situation from practicing regular safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 2:** Parkview Elementary will utilize the continuous improvement model to identify key processes that will guide and impact campus decisions around student achievement.

**Evaluation Data Sources:** PLC Data, Student Data Folders

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All Parkview Elementary professional staff will participate in weekly grade level/team collaboration.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement and aligned practices  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will implement learning walks to identify trends and areas of need in the classroom instructional activities and learning environment.  <b>Strategy's Expected Result/Impact:</b> Alignment with district curriculum            Positive learning environment that results in increased student achievement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Parkview Elementary will routinely conduct CARE Team meetings to address student academic and behavioral concerns. Student goals will be created and progress monitored.  <b>Strategy's Expected Result/Impact:</b> Student achievement will increase.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, All Professional Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Anguiano	Math Interventionist	Math	1
Erin Abernathy	Title I Reading Coach	Reading	1
Kathy Lott	Literacy Interventionist	Reading	1