

# **Eagle Mountain-Saginaw Independent School District**

## **Parkview Elementary**

### **2023-2024 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 582 students enrolled for the 2023-2024 school year. Parkview Elementary has the following full-time staff members:

- 1 Principal
- 1 Assistant Principal
- 1 Principal Intern
- 1 Counselor
- 1 Librarian
- 28 General Education Teachers
- 5 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 Success Academy Teacher
- 1 Registered Nurse
- 5 Paraprofessionals (Instructional - Makerspace, Physical Education, Pre-K, SSA)
- 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 Speech Therapy, Dyslexia Services, Title I Reading Services, & Title I Math Services.

Parkview Elementary Demographic Data 2022-2023	
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%
3rd Grade Reading 2022-2023	74%	+3%	22%	-4%

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%
3rd Grade Math 2022-2023	72%	+1%	17%	-3%

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%
4th Grade Reading 2020-2021	53%	-20%	6%	-5%
4th Grade Reading 2021-2022	72%	+19%	17%	+11%
4th Grade Reading 2022-2023	72%	0%	15%	-2%

Grade Level	% Passing	Difference	% Mastered	Difference
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%
4th Grade Math 2022-2023	66%	+10%	17%	+13%
Grade Level	% Passing	Difference	% Mastered	Difference
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%



Grade Level	% Passing	Difference	% Mastered	Difference
4th Grade Writing 2020-2021	46%	-5%	2%	-1%

Grade Level	% Passing	Difference	% Mastered	Difference
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%
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%
5th Grade Reading 2022-2023	71%	-10%	16%	-12%

Grade Level	% Passing	Difference	% Mastered	Difference
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%
5th Grade Math 2022-2023	59%	-11%	5%	-12%

Grade Level	% Passing	Difference	% Mastered	Difference
5th Grade Science 2013-2014	73%	+7%	7%	-3%
5th Grade Science 2014-2015	74%	+1%	7%	0%

Grade Level	% Passing	Difference	% Mastered	Difference
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%
5th Grade Science 2022-2023	49%	-20%	4%	-6%

Subpop		All Students 22-23	All Students 21-22	White 22-23	White 21-22	Hispanic 22-23	Hispanic 21-22	African American 22-23	African America 21-22	EcoDis 22-23	EcoDis 21-22	Sped 22-23	Sped 21-22
3rd Grade Reading		74%	71%	78%	77%	70%	67%	80%	67%	67%	N/A	53%	25%
3rd Grade Math		72%	71%	78%	74%	70%	69%	70%	67%	64%	N/A	53%	25%
4th Grade Reading		72%	72%	74%	76%	69%	73%	67%	63%	73%	80%	38%	29%
4th Grade Math		66%	56%	71%	62%	59%	58%	57%	42%	66%	40%	19%	43%
5th Grade Reading		71%	81%	71%	90%	77%	76%	68%	73%	66%	71%	38%	47%
5th Grade Math		59%	70%	66%	82%	53%	62%	63%	53%	55%	71%	31%	40%
5th Grade Science		49%	69%	66%	79%	30%	57%	63%	60%	41%	71%	38%	33%

BAS Data	2018-2019	2020-2021	2021-2022	2022-2023	2018-2019	2020-2021	2021-2022	2022-2023
	<b>Below Grade Level</b>	<b>Below Grade Level</b>	Below Grade Level	Below Grade Level	<b>On or Above Grade Level</b>	<b>On or Above Grade Level</b>	<b>On or Above Grade Level</b>	On or Above Grade Level
MOY Kindergarten	20%	33%	37%	54%	80%	67%	63%	46%
EOY Kindergarten	36%	51%	58%	49%	64%	49%	42%	51%
MOY 1st Grade	49%	50%		58%	51%	50%	43%	41%
EOY 1st Grade	48%	40%		49%	52%	60%	45%	51%
MOY 2nd Grade	24%	54%		55%	76%	46%	66%	46%
EOY 2nd Grade	19%	44%		43%	81%	56%	65%	57%

### Student Achievement Strengths

### 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
- 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 2023-2024 school year, 100% of all pre kindergarten, 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:** BOY, MOY, EOY Data: CLI, BAS, MCLASS, Progress Monitoring

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to learning targets. <b>Strategy's Expected Result/Impact:</b> All pre kindergarten, kindergarten, first grade, and second grade students will meet or exceed one year of growth in their reading skills. <b>Staff Responsible for Monitoring:</b> PK-2 Teachers, Instructional Coach, Reading Interventionist, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students identified as not making adequate academic progress will receive support through MTSS via CARE Team meetings for RtI Tier 2 and 3, 504 plans, and IEPs. <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth. <b>Staff Responsible for Monitoring:</b> PK-2 Teachers, Instructional Coach, Reading Interventionist, Principal, Assistant Principal, 504 Coordinator, Special Education Case Managers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will regularly collaborate with reading instructional coach, and content facilitators in grade level PLCs to analyze student data in relation to learning standards and instructional strategies to ensure all students receive high quality instruction and are challenged at appropriate levels. <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth in reading. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All PK-2 students will create and utilize data folder notebooks to set goals and track academic progress in reading. <b>Strategy's Expected Result/Impact:</b> Overall PK-2 student achievement will increase. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal, PK-2 Teachers, Interventionist  <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 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2:** By the end of the 2023-2024 school year, 100% of all pre kindergarten, kindergarten, first grade, and second grade students will meet or exceed one year of growth in math.

**Evaluation Data Sources:** CLI, (PK), Math ISIP (K-2, Report Card Standards (K-1)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to learning targets. <b>Strategy's Expected Result/Impact:</b> All pre kindergarten, kindergarten, first grade, and second grade students will meet or exceed one year of growth in their reading skills. <b>Staff Responsible for Monitoring:</b> PK-2 Teachers, Instructional Coach, Math Interventionist, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students identified as not making adequate academic progress will receive support through MTSS via CARE Team meetings for RtI Tier 2 and 3, 504 plans, and IEPs. <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth. <b>Staff Responsible for Monitoring:</b> PK-2 Teachers, Instructional Coach, Math Interventionist, Principal, Assistant Principal, 504 Coordinator, Special Education Case Managers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will regularly collaborate with reading instructional coach, and content facilitators in grade level PLC's to analyze student data in relation to learning standards and instructional strategies to ensure all students receive high quality instruction and are challenged at appropriate levels. <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth in math. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All PK-2 students will create and utilize data folder notebooks to set goals and track academic progress in math. <b>Strategy's Expected Result/Impact:</b> Overall PK-2 student achievement will increase. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math Coach, PK-2 Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math -	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 3:** By the end of the 2023-2024 school year, 85% of 3rd, 4th, 5th grade students including EB and Sped students, will meet or exceed standard on the 2024 Reading, Math and Science STAAR Assessment.

**Evaluation Data Sources:** 2023-2024 Interim Assessments  
 2023-2024 DCA Assessments  
 2023-2024 Reading, Math, Science STAAR Assements

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to learning targets. <b>Strategy's Expected Result/Impact:</b> All 3rd, 4th, 5th grade students will meet or exceed one year of growth. Lesson Plans and instructional activities are aligned to district curriculum. <b>Staff Responsible for Monitoring:</b> 3-5 Teachers, Instructional Coach, Interventionist, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students identified as not making adequate academic progress will recieve support through MTSS via CARE Team meetings for RtI Tier 2 and 3, 504 plans, and IEPs. <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth <b>Staff Responsible for Monitoring:</b> 3-5 Teachers, Instructional Coach, Interventionist, Principal, Assistant Principal, 504 Coordinator, Special Education Case Managers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will regularly collaborate with reading instructional coach, and content facilitators in grade level PLCs to analyze student data in relation to learning standards and instructional strategies to ensure all students receive high quality instruction and are challenged at appropriate levels. <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving one or more years growth in reading. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All 3-5 students will create and utilize data folder notebooks to set goals and track academic progress in reading, math, and science. <b>Strategy's Expected Result/Impact:</b> Overall 3-5 student achievement will increase. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal, Assistant Principal, 3-5 Teachers, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Intentional and resource SPED model allowing SPED teachers to serve multiple students to address individualized IEP goals. <b>Strategy's Expected Result/Impact:</b> Evidence of differentiation in walk thoughts and observations. <b>Staff Responsible for Monitoring:</b> Special Education Teachers, Classroom Teachers, Administration  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All professional staff will participate in ELPS training presented by Terri Watson.. Linguistic accommodations and strategies will be reviewed to determine effectiveness. <b>Strategy's Expected Result/Impact:</b> Instructional accommodations will be aligned to specific student needs resulting in growth in STAAR and TELPAS scores. <b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Daily Intervention time to address Tier 2, Tier 3 and HB4545 and provided individualized interventions. <b>Strategy's Expected Result/Impact:</b> One year of growth in assessments. <b>Staff Responsible for Monitoring:</b> Administration, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </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:** By the end of the 2023-2024 school year, 100% of 2nd-5th grade students will explain their reasoning in reading, math, and science with a score of 2 on the RAP/CER rubric.

**Evaluation Data Sources:** RAP/CER Rubric Data  
STAAR Data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be taught the RAP and CER format in reading, math, and science. <b>Strategy's Expected Result/Impact:</b> Increase in written expression. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, 2-5 Teachers, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 1:** Through out the 2023-2024 school year, Pre-K- 5th grade students will utilized and maintain data folders that track both academic and personal growth goals.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development during Welcome Back Week will focus on student data binder expectations and key components. <b>Strategy's Expected Result/Impact:</b> Increased targeted use of student data tracking and goal setting. <b>Staff Responsible for Monitoring:</b> Principal, Assisstant Principal, Pre-K-5 Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will have a data folder to set goals and track their progress for academic (math, reading, science) and personal growth. <b>Strategy's Expected Result/Impact:</b> Students will learn to set goals and develop a growth mindset <b>Staff Responsible for Monitoring:</b> PK-5 Teachers, Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2:** During the 2023-2024 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	Reviews			
<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  <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.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers, Librarian, PTA Executive Board  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June





Strategy 2 Details	Reviews			
<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  <b>Strategy's Expected Result/Impact:</b> Students, parents, and community will engage in with Parkview staff to increase overall involvement and positive partnerships. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PTA Executive Board, PES Staff  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<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. <b>Strategy's Expected Result/Impact:</b> Increase in positive responses on parent survey Positive Campus Culture <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct Title I Informational Meeting to inform parents of Title I status and requirements. <b>Strategy's Expected Result/Impact:</b> Parents will be informed about what it means to be a Title I campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
<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 & progress. <b>Strategy's Expected Result/Impact:</b> Foster positive relationships with families <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Teachers  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
<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. <b>Strategy's Expected Result/Impact:</b> Foster positive relationships with families <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Pre-K- 5 Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Increase number the volunteers participatin in the WATCH DOG program. <b>Strategy's Expected Result/Impact:</b> Increase number of male role models on campus. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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:** 100% of teachers will set personalized goals for professional growth.

**Evaluation Data Sources:** Goals submitted in STRIVE.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will set personalized goals for professional growth in STRIVE during BOY conferences and will reflect on their growth during EOY conferences. <b>Strategy's Expected Result/Impact:</b> Professional growth based on choice Students growth <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </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 4:** During the 2023-2024 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  
PL Sign-In Sheets





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grade level collaboration time will be provided during the school day for teachers to work with their team along with our campus instructional coaches to focus on the four questions of PLC and grade level TEKS in order to increase student performance. <b>Strategy's Expected Result/Impact:</b> Teacher knowledge and alignment will increase. Increase student growth. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Classroom teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Coach will help facilitate and support grade level teams during weekly planning and collaboration. <b>Strategy's Expected Result/Impact:</b> Teachers will develop a deeper understanding of content and curriculum to meet the needs of student and utilize effective instructional practices. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Classroom teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer monthly professional learning opportunities for instructional technology during the school day. <b>Strategy's Expected Result/Impact:</b> Teachnology will be routinely and effectively used to enhance daily instruction. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Dec	Feb	Mar	June

<p>Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**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	Reviews			
<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. <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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Standard Response Protocol and Reunification Protocol will be communicated to parents. <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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Emergency drills will be practiced each month according to the district schedule in the District Emergency Operations Plan utilizing Standard Response Protocol and Crises Go. <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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**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	Reviews			
<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  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<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  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<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  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I

## 1.1: Comprehensive Needs Assessment

Parkview is a Title I campus served by a schoolwide program. Approximately 53% of our students qualify for free and/or reduced lunch. We provide additional supports for all of our students through intensive interventions, continuous professional development, additional programs and research-based resources, and additional personnel as indicated by our needs assessment. We also seek to build and develop partnerships with parents to increase parental involvement. Additionally, we coordinate and integrate federal, state, and local services to better serve our students. Title I Components are included throughout this Plan, and are so indicated.

# 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