

Pine Tree Independent School District

Parkway Elementary

2021-2022 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The Pine Tree family champions the relentless pursuit of *excellence* through a compassionate and safe learning environment empowering all students to develop their unique passions and to make a positive impact in a global society.

Vision

Tradition of Excellence

Core Beliefs

We Believe in:

Lifelong Learning - We are a learning organization, where students are engaged and leaders grow.

Innovation Through Collaboration - We foster a culture of innovation: working together, adapting to change.

Trust and Safety - WE provide a trusting and safe environment accountable to the highest standards and most effective tools.

Respect - We respect each other, embracing diversity and global awareness.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Parkway is a schoolwide Title I campus, Grades 1-4, housed in a building that was built in 1994. All rooms are in use at this time. In addition, we have added a portable building that has 3 separate rooms/areas for our Special Education support services and staff. Our student demographics are as follows (based on current 21-22 beginning of year data):

Total enrollment 722 _____% Female (____ students) _____% Male (____ students)

_____ % White (____ sts) _____ % African American (____ sts) _____ % Hispanic (____ sts) _____ % Two or More Races (____ sts) _____ % Asian or American Indian (____ sts)

Other Student data is as follows:

_____ % Free/Reduced Lunch (487 sts) _____ % Homeless (____ sts)

Special Programs data is as follows:

_____ % Special Education (____ students) _____ % G/T Students (____ students) _____ %LEP (____ sts)

Demographics Strengths

Parkway serves a diverse population of students.

The majority of Parkway's class sizes are lower than than 22:1 state cap.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): These students are educationally disadvantaged based on this status. **Root Cause:** Parkway has _____ % of our students who qualify for free and/or reduced meals.

Problem Statement 2: The number of students eligible for Special Education has increased over the past several years. **Root Cause:** Fleeing neighboring district & more students identified through the RTI Process.

Problem Statement 3: Mobility rate of students has increased which causes educational disadvantages. **Root Cause:** Parkway has many students that are mobile, meaning they transfer between local and distant schools

Student Achievement

Student Achievement Summary

2021 STAAR scores indicate the following:

3rd Grade Reading Approaches was 68%. 3rd Grade Reading Meets was 40%. 3rd Grade Reading Masters was 17%.

3rd Grade Reading STATE Approaches was 68%.

4th Grade Reading Approaches was 67%. 4th Grade Reading Meets was 32%. 4th Grade Reading Masters was 11%.

4th Grade Reading STATE Approaches was 63%.

3rd Grade Math Approaches was 71%. 3rd Grade Math Meets was 31%. 3rd Grade Math Masters was 12%.

3rd Grade Math STATE Approaches was 61%.

4th Grade Math Approaches was 65%. 4th Grade Math Meets was 38%. 4th Grade Math Masters was 21%.

4th Grade Math STATE Approaches was 58%.

4th Grade Writing Approaches was 55%. 4th Grade Writing Meets was 25%. 4th Grade Writing Masters was 4%.

4th Grade Writing STATE Approaches was 53%.

Student Achievement Strengths

For the 2021 Accountability year, Parkway was not given an accountability rating through TEA. However, Parkway met or exceeded State average.

Parkway improved their quartile ranking in all areas of reading from 2019 to 2021.

The Master schedule for the 2021-2022 school year includes a 50 minute block of time for student interventions that supplement classroom instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The majority of students are reading below grade level upon entering their current grade. **Root Cause:** Phonics and Guided Reading have not been explicitly taught and monitored at the lower levels.

Problem Statement 2 (Prioritized): There continues to be an achievement gap between our total population and our students classified as African America. **Root Cause:** The majority of these students are educationally disadvantaged because of various factors.

School Culture and Climate

School Culture and Climate Summary

Students that are new to the campus are given a welcome goodie bag from our Student Council. Newly enrolled families are also given a packet to inform them of the campus procedures. Frequent communication in both English and Spanish occurs to keep families informed of school events. The following are modalities for communication: electronic newsletters, Remind 101, Facebook, notes, and campus website. In addition to district wide events, families are also invited to the following events: Meet the Teacher Night, Fall Curriculum Night, Spring Curriculum Night, Fall & Spring Parent Conferences, Grandparents Day events, Public School Lunch Week events, Classroom/Campus Celebrations, Title I Information Night, STAAR Info Night, Annual Art Show, Veterans Day Program, Four Music Programs during the year, Genius Hour, and Awards Ceremonies at the End of every nine weeks. We also have our very own PTA that continues to have a need for recruitment and participation.

Every month each homeroom teacher nominates two students for Pirate of the Month (most improved student). These nominees are announced on morning announcements. Then, a campus Pirate of the Month is selected for each grade level. Students are given a sign to put in their yard at home and their picture is taken and placed on our district website and Facebook page. Several Positive Behavior Intervention Strategies are used on campus including Word of the Day Tickets, Reader Tickets, Good News Calls of the Day, and Goal Crushers (Students who met or passed any personally set goal. This could be on Reading Levels, AR Points, grades on CBAs, etc.).

School Culture and Climate Strengths

Parkway has a number of extracurricular opportunities for our students: Art, Music, PE, Computer, Art Club, Page Turners, Digital Media Team, Student Council, Drums Alive!, Jolly Roger Jam Band (Ukulele club), Genius Hour Clubs (4x/yr) where students get to experience different kinds of activities or hobbies, and UIL Academics for grades 2-4.

Parents are invited to many events throughout the school year. Communication with community and parents is frequent and in both English and Spanish.

Staff report: "We feel supported." "Parkway has a positive, supportive, collaborative, and welcoming environment." "We try to provide a safe environment for all, nurture relationships with students and with colleagues, a place where principals will listen to staff and teachers." We have regular celebrations for campus personnel: monthly staff luncheons, random staff appreciation (nachos, Sonic, door prizes, Easter egg hunt, etc.), random "treat trolley" events, shout outs in weekly newsletter, sunshine committees surprises, Pirate Pals (secret pal), surprise teacher passes from administration, & other random words of inspiration/encouragement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Parent communication between teachers and parents regarding student academic progress is lacking. **Root Cause:** Teachers are scared to form relationships with parents as they aren't often equipped with skills/strategies for holding difficult conversations.

Problem Statement 2: Parental involvement on campus has decreased. **Root Cause:** COVID-19 closures and protocols in the 2020-2021 school year have not permitted visitors

on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

98% of all staff are certified to teach their current assignment. We hired 15 new staff members this year which is an approximate turnover of 17% (May-June 2021). Our history of staff turnover is as follows:

May-June 2020 - 7 new staff members (<10%)

May-June 2019 - 8 new staff members (11%)

May-June 2018 - 22 new staff members (39%).

Staff Quality, Recruitment, and Retention Strengths

Our staff is composed of a group of teachers that have worked in the district for many years while others are new to the district and new to the profession. Retaining these new staff is crucial to our success.

Staff is open and willing to participate in required professional development. We have strong collaborative planning teams at each grade level where each person plays an integral part of the lesson planning and contributes to the team. The roles rotate based on individual strengths and also by semester in regards to content area in self contained grade level teams. New staff receive support from their grade level teams and leaders as well as the district's Anchor Academy. Teams work together to get everyone what they need and will model lessons and give feedback. We also have instructional coaches that coach new and/or struggling staff members as the need arises. Leadership3 district cohort and Anchor Academy supports veteran teachers and zero based teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have some staff that is new to the profession, the district, the state, or grade level. **Root Cause:** Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

Problem Statement 2: Staff turnover was greater in the summer of 2021. **Root Cause:** A change in campus administration occurred in the 2020-2021 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource system provides the scope and sequence, instructional focus documents, and math clarifications for the core classroom teachers. Teachers at PT Parkway work with the instructional coaches and their grade level teams to design the resources, Curriculum Based Assessments used, and to refine instructional delivery of lessons. For the 2021-2022 school year, Math and Science added Stemscoops for all grade levels. We have goal setting for both teachers and students. Student data is reviewed every 6 weeks in RTI Meetings. Teachers create and use their own formative assessments to guide instruction. We have a built in Tutorial/intervention time that allows for staff to supplement instruction for specific students' areas of need. Teachers also use Backwards Design to ensure we are aligned to the TEKS and that we are teaching with the end in mind which helps hold each other accountable for instruction and student performance.

We are going in to our 2nd year of the district's CEER (Computer, Engineering, Entrepreneurship, and Robotics) program. There is one homeroom in each grade level.

Curriculum, Instruction, and Assessment Strengths

A strength of our campus is the ability of our staff to work together as a Professional Learning Community to design curriculum, assessment, and to learn from one another. We have a strong sense of belief that "The answer is in the room!"

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Less than 80% of students are meeting grade level expectations on STAAR. **Root Cause:** Over the past two years we have had a change in administration as well as campus focus, including expectations for culture and climate.

Parent and Community Engagement

Parent and Community Engagement Summary

Students that are new to the campus are given a welcome goodie bag from our Student Council. Newly enrolled families are also given a packet to inform them of the campus procedures. Frequent communication in both English and Spanish occurs to keep families informed of school events. The following are modalities for communication: electronic newsletters, Remind 101, Facebook, notes, and campus website. In addition to district wide events, families are also invited to the following events: Meet the Teacher Night, Fall Curriculum Night, Spring Curriculum Night, Fall & Spring Parent Conferences, Grandparents Day events, Public School Lunch Week events, Classroom/Campus Celebrations, Title I Information Night, STAAR Info Night, Annual Art Show, Veterans Day Program, Four Music Programs during the year, Genius Hour, and Awards Ceremonies at the End of every nine weeks. We also have our very own PTA that continues to have a need for recruitment and participation. Parkway also participates in the Annual District Innovation Showcase and many other district Community Outreach Events.

Parent and Community Engagement Strengths

Parents are very supportive of our campus, our initiatives, and are more involved with all of our school events. We are now using online based programs to improve communication with parents and families such as SeeSaw and Ready Rosie.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of trust between the school district, as a whole, and the community. **Root Cause:** Negative issues at the district and campus levels are highlighted more than the positive ones leading to a lack of positive PR for the district and therefore the schools.

Problem Statement 2 (Prioritized): A PTA that is lacking the T (teachers) and very few parents are involved. **Root Cause:** In prior years PTA was district based instead of campus based.

School Context and Organization

School Context and Organization Summary

Parkway is a Professional Learning community. Common collaboration is embedded in the master schedule as well as campus calendar to ensure time to collaborate on TEKS, student data, and assessment. Parkway has a designated leadership team consisting of grade level and lead teachers that meet regularly with campus administration. This allows for two-way feedback regarding campus happenings and decision making. Monthly learning opportunities allow time to explore common topics. A digital newsletter is utilized weekly to allow for communication of upcoming events, decisions, and other important information. The campus improvement committee meets four times a year to review student academic achievement, the progression of the campus plan, and provide feedback regarding the subsequent year's improvement planning. RTI (Response to Intervention) Teams meet regularly to plan, implement, and evaluate the campus RTI program.

School Context and Organization Strengths

Parkway will continue to grow as a PLC while implementing an RTI system where every student is reviewed regularly. The school will continue to utilize weekly and/or daily common planning times for all teachers to review assessment data and plan for instruction using backwards design.

Technology

Technology Summary

The campus has wireless access throughout the building. All 1st & 2nd Grade homerooms (except those that are CEER homerooms) have iPad carts with 22 iPads available. All 3rd & 4th Grade homerooms have Chromebook carts with 22 Chromebooks available. Parkway also has two iPad carts for other content areas, such as Art, Music, & PE, to have access for instructional purposes. We also have a computer lab with 44 desktop computers. Our 1st & 2nd grade CEER homeroom classes each have a Chromebook cart with 22 Chromebooks available. All classrooms have a projector and a document camera. We also have 10 Clevertouches on campus.

Technology Strengths

Our infrastructure seems to be adequate for the devices we have. We have continued to add technology in to the classrooms and to have available for classroom use.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers don't know how to quickly and effectively incorporate technology applications in their daily lesson plans. **Root Cause:** Lack of time to explore ideas of ways to incorporate technology into their daily lesson plans.

Priority Problem Statements

Problem Statement 1: These students are educationally disadvantaged based on this status.

Root Cause 1: Parkway has _____% of our students who qualify for free and/or reduced meals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The majority of students are reading below grade level upon entering their current grade.

Root Cause 2: Phonics and Guided Reading have not been explicitly taught and monitored at the lower levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There continues to be an achievement gap between our total population and our students classified as African America.

Root Cause 3: The majority of these students are educationally disadvantaged because of various factors.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Parent communication between teachers and parents regarding student academic progress is lacking.

Root Cause 4: Teachers are scared to form relationships with parents as they aren't often equipped with skills/strategies for holding difficult conversations.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Less than 80% of students are meeting grade level expectations on STAAR.

Root Cause 5: Over the past two years we have had a change in administration as well as campus focus, including expectations for culture and climate.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Lack of trust between the school district, as a whole, and the community.

Root Cause 6: Negative issues at the district and campus levels are highlighted more than the positive ones leading to a lack of positive PR for the district and therefore the schools.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: A PTA that is lacking the T (teachers) and very few parents are involved.

Root Cause 7: In prior years PTA was district based instead of campus based.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Teachers don't know how to quickly and effectively incorporate technology applications in their daily lesson plans.

Root Cause 8: Lack of time to explore ideas of ways to incorporate technology into their daily lesson plans.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: October 18, 2021

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 1: 80% of students will reach the State Standard of Approaches for the 2021-22 accountability year.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details

Strategy 1: Teachers will receive professional development and/or individual support of continued implementation of best practices in Reading, Writing, & Math.

Strategy's Expected Result/Impact: Student numbers will decrease the percentage of students identified as Tier 2 and /or Tier 3 through RTI.

Staff Responsible for Monitoring: Executive Director, Quality of Education

Principals

Teachers

Instructional Coaches (2 FTE)

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Salaries - ICs - 211- Title I Funds - \$137,352

Strategy 2 Details

Strategy 2: Academic Specialist will design and deliver instruction, using Leveled Literacy Intervention (LLI) and Fast ForWord for students identified as struggling through the Fountas & Pinnell Benchmark Assessments.

Strategy's Expected Result/Impact: Student numbers will decrease the percentage of students identified as Tier 2 and /or Tier 3 through RTI.

Staff Responsible for Monitoring: Academic Specialist (1 FTE)

Principals

Instructional Coach

Title I Schoolwide Elements: 2.4, 2.6

Funding Sources: Salary - Academic Specialist - 211- Title I Funds - \$61,527, Fast ForWord - 282 ESSER III - \$26,960

Strategy 3 Details

Strategy 3: Identification and support of struggling learners through the RTI process. Students are then served through interventions such as Reflex Math, Education Galaxy, and Istation based on their individual needs.

Strategy's Expected Result/Impact: Improved student outcome and growth as identified on local and/or state assessment tools.

Staff Responsible for Monitoring: Academic Specialist

Principals

Instructional Coaches , Intervention Aide (1 FTE)

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

Funding Sources: Istation - 282 ESSER III - \$14,850, Interventionist Aide - 163- Comp Ed Funds - \$26,996

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 2: 75% of students will make at least one year's academic growth, specifically African American group in Academic Achievement for reading and mat and Student Success (Domain I Score).

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data, Local Assessment Data, Fountas & Pinnell Benchmark Assessment , MAP Test results, and IOWA test results

Strategy 1 Details

Strategy 1: Teachers will use Best Practices with fidelity to teach Reading, Writing, Math, Science and Accelerated Instruction using STEMScopes Math and Science resources, Reading A-Z, Mentoring Minds, Benchmark eBooks, and Renaissance Learning.

Strategy's Expected Result/Impact: Increase of student growth percentages on the 2021-2021 State Accountability system.

Staff Responsible for Monitoring: Principals

Instructional Coach

Academic Specialist

Executive Director, Quality of Education

Bilingual Teachers

Bilingual Educational Aides (2 FTEs) and SpEd Aides (3 FTEs)

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Benchmark eBooks - 282 ESSER III - \$3,500, Bilingual Teachers - 163- Comp Ed Funds - \$187,622, Bilingual Aides - 263- Title III Funds - \$56,424, Inclusion Aides - 224- IDEA B- SPED - \$68,197, Reading A-Z - 163- Comp Ed Funds - \$7,448, Reading Materials - 211- Title I Funds - \$8,536

Strategy 2 Details

Strategy 2: Teachers will use Informal Running Records and Fountas & Pinnell Benchmark Assessments to drive Guided Reading instruction and monitor student growth.

Strategy's Expected Result/Impact: End of Year Fountas & Pinnell Benchmark Assessments will show a 10 percentage point increase of students on or above expected EOY Reading level.

Staff Responsible for Monitoring: Principals

Instructional Coaches

Academic Specialist

Executive Director, Quality of Education

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Reading Supplies - 211- Title I Funds

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 3: Parkway Elementary will develop systems to foster an inclusive, collaborative culture.

Targeted or ESF High Priority

Evaluation Data Sources: Climate survey; employee retention reduction

Strategy 1 Details

Strategy 1: Teachers will identify and use strategies and resources that promote cultural awareness, including our African American students and students of two or more races.

Strategy's Expected Result/Impact: Have a better understanding of differences and acceptance of differing cultures.

Staff Responsible for Monitoring: Teachers

Principals

Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 2 Details

Strategy 2: Collaborative planning meetings, data meetings, and RtI meetings will be scheduled throughout the school year.

Strategy's Expected Result/Impact: All lesson plans will be planned by the teachers, including formative & summative assessments.

Staff Responsible for Monitoring: Principals

Instructional Coaches

Academic Specialist

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 4: Continue to improve and build our CEER program at the campus level.

Evaluation Data Sources: Increased enrollment/participation in CEER classrooms and improved Masters Level on STAAR.

Strategy 1 Details
<p>Strategy 1: CEER classroom teachers will monitor student progress in the program on a nine week basis.</p> <p>Strategy's Expected Result/Impact: CEER Student rubrics will show student growth in the program.</p> <p>Staff Responsible for Monitoring: Principals Teachers Instructional Coaches Executive Director, Quality of Education</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p>

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 5: Provide research based, developmentally appropriate, and relevant instruction that promotes higher-order thinking skills.

Targeted or ESF High Priority

Evaluation Data Sources: 20% of our students will reach the Masters level on STAAR.

Strategy 1 Details
<p>Strategy 1: Teachers will utilize daily tutorial time and other instructional times throughout the day to enrich student learning to promote higher order thinking skills and activities to ensure a well-rounded education by utilizing MAP data as well as other data sources.</p> <p>Strategy's Expected Result/Impact: Increased performance of students reaching Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Principals Instructional Coaches GT Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: MAP - 163- Comp Ed Funds - \$7,569</p>

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 6: Improve student attendance

Targeted or ESF High Priority

Evaluation Data Sources: Weekly, monthly, & annual attendance rates as reported through PEIMS

Strategy 1 Details

Strategy 1: Focus on building authentic relationships between students and staff at all levels.

Strategy's Expected Result/Impact: Student attendance, achievement, and growth will increase as reflected in the reported PEIMS report & local/state assessment data.

Staff Responsible for Monitoring: Principal

Assistant Principal

PEIMS Clerk-campus & district

Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

Strategy 2 Details

Strategy 2: Implement attendance incentives for students, including tardies.

Strategy's Expected Result/Impact: Student attendance will maintain an overall average of at least 95% for the year.

Staff Responsible for Monitoring: Principal

Assistant Principal

PEIMS/Attendance Clerk

Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 7: Parkway Elementary will implement systems and strategies to support Emergent Bilingual (EB).

Evaluation Data Sources: TELPAS, Teacher Certification Data, Classroom Observations

Strategy 1 Details
<p>Strategy 1: All ELAR content area teachers of Emergent Bilingual students will be ESL certified by the end of the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Compliance with TEA guidelines.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Coordinator of Special Programs (1 FTE)</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use language acquisition strategies based on ELPS and progress monitor student goals for all language domains.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores. Increase in percentage of students eligible to exit ESL/bilingual program.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coordinator of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: LEP Supplies - 263- Title III Funds</p>
Strategy 3 Details
<p>Strategy 3: TEKS, ELPS, and CCRS will be included in the curriculum. Language objective and learning objective will be posted.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators, Coordinator of Special Programs, Instructional Coaches, Bilingual and ESL Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>

Goal 2: Parkway Elementary will maximize learning through the use of advanced resources and digital literacy.

Performance Objective 1: Improve technology knowledge and skills for all Parkway staff to increase technology integration into instructional practices.

Evaluation Data Sources: Regular instructional design and delivery integrated with technology

Strategy 1 Details
<p>Strategy 1: Provide technology training on Clever Touch, ChromeBooks, and other technology resources to ensure effective implementation in classrooms.</p> <p>Strategy's Expected Result/Impact: Increased utilization of technology</p> <p>Staff Responsible for Monitoring: Principal, ICs, teachers</p>

Goal 3: Parkway Elementary will boldly support the social and emotional needs of all students.

Performance Objective 1: Develop and implement structures and practices to better meet the social/emotional learning needs of all students.

Targeted or ESF High Priority

Strategy 1 Details
<p>Strategy 1: Use Redirect Program to teach students appropriate interpersonal skills, coping mechanisms, and violence prevention and intervention</p> <p>Strategy's Expected Result/Impact: Students identified through RTI and/or through campus administration as needing behavior support will increase in class instructional time.</p> <p>Staff Responsible for Monitoring: Principals Behavior Interventionist/Redirect Staff Members</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>
Strategy 2 Details
<p>Strategy 2: Teachers will identify and use strategies and resources that promote cultural awareness.</p> <p>Strategy's Expected Result/Impact: Have a better understanding of differences and acceptance of differing cultures.</p> <p>Staff Responsible for Monitoring: Teachers Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>
Strategy 3 Details
<p>Strategy 3: Students will participate in structured physical activities.</p> <p>Strategy's Expected Result/Impact: Increase in student physical fitness based on Fitness Gram results</p> <p>Staff Responsible for Monitoring: Physical Education Teachers Principal</p> <p>Title I Schoolwide Elements: 2.5</p>
Strategy 4 Details
<p>Strategy 4: PK-5 campus administration will participate in year end campus transition meetings.</p> <p>Strategy's Expected Result/Impact: Student transition will be smoother for students.</p> <p>Staff Responsible for Monitoring: Executive Director, Quality of Education PK-5 Principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>
Strategy 5 Details
<p>Strategy 5: LEA counselors developed a local system to support the social and emotional well-being of students PK-12 to support PTISD students based on their needs.</p> <p>Strategy's Expected Result/Impact: Reduction in student discipline referrals and a greater understanding of coping strategies.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Lead Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Strategy 6 Details

Strategy 6: Teachers will identify and use strategies and resources aligned with the Capturing Kids Hearts Model.

Strategy's Expected Result/Impact: Build stronger relationships between all stakeholders.

Staff Responsible for Monitoring: Teachers

Principals

Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Goal 4: Parkway Elementary will ensure student leadership is an integral part of our learning culture.

Performance Objective 1: Students will learn how to work with students of varying backgrounds and cultures.

Evaluation Data Sources: Office Referral Data

Strategy 1 Details
<p>Strategy 1: Create a culture of acceptance and understanding of diverse backgrounds and cultures by exploring other cultures through research and reading.</p> <p>Strategy's Expected Result/Impact: Acceptance of the diversity of the student population on the campus</p> <p>Staff Responsible for Monitoring: Campus Administrators, ICs, Counselor, Teachers, Librarian</p>

Goal 5: Parkway Elementary will recruit, develop, support, and retain the highest quality staff.

Performance Objective 1: In an effort to reduce the teacher turnover rate, Parkway will implement systems to support, recruit, and retain high quality staff.

Evaluation Data Sources: Reduced teacher turnover rate; University recruitment fair attendance

Strategy 1 Details
<p>Strategy 1: Improve campus culture by improving campus communication and systems between the other district Elementary Campus staff & Administration.</p> <p>Strategy's Expected Result/Impact: Campus Climate Survey will reflect a positive school climate that includes teachers feeling supported at the campus and district level.</p> <p>Staff Responsible for Monitoring: Executive Principal (0.5 FTE) Principal Assistant Principal All Parkway Staff Members</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Education Aide - 211- Title I Funds, Executive Principal - 255- Title II Funds - \$59,450, Teacher Salary - 163- Comp Ed Funds, Life Skills Aides - 224- IDEA B- SPED - \$68,197</p>

Goal 5: Parkway Elementary will recruit, develop, support, and retain the highest quality staff.

Performance Objective 2: Parkway will strengthen the relationships among all staff members.

Evaluation Data Sources: Develop annual community and PTISD family celebrations;

Strategy 1 Details

Strategy 1: Campus Grade Level staff will coordinate school/grade level socials in order to build relationships among all campus stakeholders.

Strategy's Expected Result/Impact: Campus Climate Survey will reflect connection of staff members and a positive school climate focused on relationships.

Staff Responsible for Monitoring: Principal

Assistant Principal

All Parkway Staff Members

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Campus Administration will plan staff celebrations monthly as well as encourage staff to communicate openly with Campus Administration.

Strategy's Expected Result/Impact: Campus Climate Survey will reflect connection of district strategic plan and positive school climate.

Staff Responsible for Monitoring: Principal

Assistant Principal

Central Admin Staff

All Parkway Staff Members

Title I Schoolwide Elements: 2.5

Goal 6: Parkway Elementary will increase parent, family, and community engagement.

Performance Objective 1: Parkway Elementary will increase parent, family, and community engagement

Strategy 1 Details
<p>Strategy 1: Campus staff will coordinate events for families and students to participate in to build staff and community relationships as outline in Campus Parent and Family Engagement Plan.</p> <p>Strategy's Expected Result/Impact: Improved school and community relationships as reflected in EOY Family Survey.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>
Strategy 2 Details
<p>Strategy 2: Improve communication with parents, families, and community using the district parent liaison and electronic resources such as See Saw. The school family compact; parent, family, & community engagement plan (both created with input from all stakeholders & distributed to families); and Spring and Fall Parent Conferences are also used to improve parent, family, and community engagement.</p> <p>Strategy's Expected Result/Impact: Improved parent, family, and community engagement.</p> <p>Staff Responsible for Monitoring: Principals Parent Liaison (.33 FTE)</p> <p>Funding Sources: Parent Liason - 211- Title I Funds - \$19,717</p>