

Pine Tree Independent School District
Parkway Elementary
2019-2020 Campus Improvement Plan



Mission Statement

At Pine Tree Parkway Elementary, we empower students to reach their potential and be the best they can be now and in the future.

Vision

Our vision at Pine Tree Parkway Elementary is growing greatness....whatever it takes.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.	19
Goal 2: Parkway Elementary will maximize learning through the use of advanced resources and digital literacy.	31
Goal 3: Parkway Elementary will boldly support the social and emotional needs of all students.	32
Goal 4: Parkway Elementary will ensure student leadership is an integral part of our learning culture.	34
Goal 5: Parkway Elementary will recruit, develop, support, and retain the highest quality staff.	35
Goal 6: Parkway Elementary will increase parent, family, and community engagement.	37
2019-2020 Campus Site-Based Committee	38
District Funding Summary	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pine Tree Parkway is a schoolwide Title I campus, Grades 1-4, housed in a building that is over 21 years old and 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 18-19 year end data):

Total enrollment 684 49% Female (338 students) 51% Male (346 students)

34% White (231 sts) 22% African American (147 sts) 38% Hispanic (258 sts) 6% Two or More Races (43 sts) <1% Asian or American Indian (2 sts)

Other Student data is as follows:

72% Free/Reduced Lunch (493 sts) 2% Homeless (10 sts)

Special Programs data is as follows:

12% Special Education (81 students) 4% G/T Students (25 students) 21%LEP (145 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.

Parkway staff is highly-qualified and committed to school improvement efforts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: These students are educationally disadvantaged based on this status. **Root Cause:** Parkway has 72% 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

2019 STAAR scores indicate the following:

3rd Grade Reading Approaches was 68%. 3rd Grade Reading Meets was 37%. 3rd Grade Reading Masters was 19%.

3rd Grade Reading STATE Approaches was 75%.

4th Grade Reading Approaches was 66%. 4th Grade Reading Meets was 29%. 4th Grade Reading Masters was 15%.

4th Grade Reading STATE Approaches was 73%.

3rd Grade Math Approaches was 74%. 3rd Grade Math Meets was 44%. 3rd Grade Math Masters was 19%.

3rd Grade Math STATE Approaches was 78%.

4th Grade Math Approaches was 72%. 4th Grade Math Meets was 43%. 4th Grade Math Masters was 26%.

4th Grade Math STATE Approaches was 74%.

4th Grade Writing Approaches was 48%. 4th Grade Writing Meets was 18%. 4th Grade Writing Masters was 5%.

4th Grade Writing STATE Approaches was 65%.

Student Achievement Strengths

For the 2019 Accountability year, Parkway received a letter of a D from TEA due to the lack of student growth. It should be noted that we missed the growth by 20 students.

The Master schedule for the 2019-2020 school year includes a 45 minute block of time for student interventions that supplement classroom instruction. As we move away from the Gomez & Gomez model, our LEP students are placed in ESL classrooms or are taught by Bilingual certified staff members but the language of instruction is English for all subject areas. For those 3rd students that scored Intermediate or below on TELPAS, they will receive language acquisition intervention.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our STAAR Writing overall score has declined. **Root Cause:** Research indicates that students from poverty struggle with the mechanics of writing, especially the revision and editing component.

Problem Statement 2: 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 3: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP. **Root Cause:** The majority of these students are educationally disadvantaged because of various factors.

School Culture and Climate

School Culture and Climate Summary

Families that are new to the campus are given a welcome packet from the homeroom teacher 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: monthly 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, and Awards Ceremonies at the End of every nine weeks. The 19-20 school year is also the first year for Parkway's very own PTA!

Every month each homeroom teacher nominates two students for Pirate of the Month (most improved student). These nominees have their picture and name hung in the hall for all to see. 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. Several Positive Behavior Intervention Strategies are used on campus including Word of the Day Tickets, Champion Reader Tickets, Tickets of Kindness, Wall of Fame (Positive Discipline referrals), and Goal Crushers (Students who met or passed a goal on any CA).

School Culture and Climate Strengths

Parkway has a number of extracurricular opportunities for our students: Art, Music, PE, Maker space in the Library, Art Club, 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, buccaneer buddies (secret pal), surprise teacher passes from administration, bathroom & other random words of inspiration/encouragement. During the summer, we stay connected via a staff only Facebook group where fellowship events and summer life events are shared.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of all staff are certified to teach their current assignment. We hired 8 new staff members this year which is an approximate turnover of 11% (May-June 2019). The year prior (May-June 2018), we hired 22 new staff members (39%). This was a 28 percentage point decrease from the year prior!

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 received a lot of support from their grade level teams and leaders. Teams work together to get everyone what they need and would even model lessons and give feedback on their own time. We also have instructional coaches that would coach new and/or struggling staff members as the need arose. 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.

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, common assessments used, and to refine instructional delivery of lessons. For the 2019-20 school year, ELAR has new TEKS as well as a new textbook adoption and other instructional resources such as The Writing Academy Resources & Power of Patterns that will serve as a few of the many resources for classroom instruction. 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.

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: Less than 70% of students are on or above grade level reading level at year end. **Root Cause:** Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

Parent and Community Engagement

Parent and Community Engagement Summary

Families that are new to the campus are given a welcome packet from the homeroom teacher 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: monthly 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 Nights, STAAR Info Night, Annual Art Show, Veterans Day Program, Four Music Programs during the year, and Awards Ceremonies at the End of every nine weeks. The 19-20 school year is also the first year for Parkway's very own PTA! Parkway also participates in the Annual District Innovation Showcase and the district Community Outreach Events.

Parent and Community Engagement Strengths

In the past, only about half of our students and parents attended the activities at the campus. However, for the 18-19 Fall Fest event, we had over 800 parents/family attend. Parents are more 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: 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: 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. CHAMPS, Attendance, Safety, and OLWEUS campus teams meet periodically throughout the school year to plan, implement, and evaluate the program. RTI (Response to Intervention) Teams meet regularly to plan, implement, and evaluate the campus RTI program. A Google Classroom through Google have been developed for ease of access to campus procedures and important documents.

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, along with two iPad carts for other content areas, such as Art, Music, & PE, to have access for instructional purposes. Our G/T pull out classes also use the iPad cart for projects and learning activities. Each classroom also has 5 iPads for student use. Each teacher is issued a laptop, iPad, document camera, and data projector. In 18-19, we added 4 Chrome book carts (each containing 25 Chrome books) as well as two interactive display boards to campus. For 19-20, we are getting an additional 2 Chromebooks.

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. We are adding to our Chromebook collection. By the end of 19-20, we will have at least 6 Chromebook carts on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: 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 72% of our students who qualify for free and/or reduced meals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our STAAR Writing overall score has declined.

Root Cause 2: Research indicates that students from poverty struggle with the mechanics of writing, especially the revision and editing component.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The majority of students are reading below grade level upon entering their current grade.

Root Cause 3: Phonics and Guided Reading have not been explicitly taught and monitored at the lower levels.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP.

Root Cause 4: The majority of these students are educationally disadvantaged because of various factors.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: Parent communication between teachers and parents regarding student academic progress is lacking.

Root Cause 6: Teachers are scared to form relationships with parents as they aren't often equipped with skills/strategies for holding difficult conversations.

Problem Statement 6 Areas: District Culture and Climate

Problem Statement 9: Less than 70% of students are on or above grade level reading level at year end.

Root Cause 9: Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Lack of trust between the school district, as a whole, and the community.

Root Cause 11: 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 11 Areas: Parent and Community Engagement

Problem Statement 12: A PTA that is lacking the T (teachers) and very few parents are involved.

Root Cause 12: In prior years PTA was district based instead of campus based.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Teachers don't know how to quickly and effectively incorporate technology applications in their daily lesson plans.

Root Cause 13: Lack of time to explore ideas of ways to incorporate technology into their daily lesson plans.

Problem Statement 13 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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: November 06, 2019

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

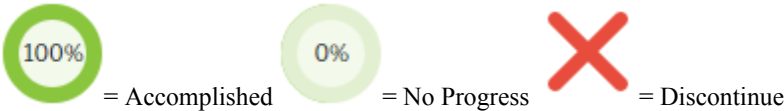
Performance Objective 1: 80% of students will reach the State Standard of Approaches for the 2019-20 accountability year.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will receive professional development and/or individual support of continued implementation of best practices in Reading, Writing, & Math.</p>	2.4, 2.5, 2.6	District CIA Department Principals Teachers Instructional Coaches (2 FTE)	Student numbers will decrease the percentage of students identified as Tier 2 and /or Tier 3 through RTI.			
<p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211- Title I Funds - 117781.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
2) Academic Specialist will design and deliver instruction, using Leveled Literacy Intervention (LLI) for students identified as struggling through the Fountas & Pinnell Benchmark Assessments.	2.4, 2.6	Academic Specialist (1 FTE) Principals Curriculum Coordinator ELAR Instructional Coach (1 FTE)	Student numbers will decrease the percentage of students identified as Tier 2 and /or Tier 3 through RTI.			
	Problem Statements: Student Achievement 2 Funding Sources: 211- Title I Funds - 121586.00					
TEA Priorities Improve low-performing schools 3) Identification and support of struggling learners through the RTI process. Students are then served through interventions based on their individual needs.	2.4, 2.5, 2.6	Academic Specialist (1 FTE) Principals Instructional Coaches (2 FTE)	Improved student outcome and growth as identified on local and/or state assessment tools.			
	Funding Sources: 211- Title I Funds - 175549.00					
						

Performance Objective 1 Problem Statements:

Student Achievement
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.
Curriculum, Instruction, and Assessment
Problem Statement 1: Less than 70% of students are on or above grade level reading level at year end. Root Cause 1: Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

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




Performance Objective 2: 80% of students will make at least one year's academic growth.

Evaluation Data Source(s) 2: STAAR Data, Local Assessment Data, and Fountas & Pinnell Benchmark Assessment results

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Teachers will use Best Practices with fidelity to teach Reading, Writing, and Math using resources such as The Writing Academy, Number Talks, and Power of Patterns.</p>	2.4, 2.5, 2.6	Principals ELA/R Instructional Coach (1 FTE) Academic Specialist (1 FTE) Curriculum Coordinator Bilingual Teachers (3 FTEs) Bilingual Educational Aides (2 FTEs)	Increase of student growth percentages on the 2019-20 State Accountability system.			
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will use Informal Running Records and Fountas & Pinnell Benchmark Assessments to drive Guided Reading instruction and monitor student growth.</p>	2.4, 2.5, 2.6	Principals ELAR Instructional Coach (1 FTE) Academic Specialist (1 FTE) Curriculum Coordinator	End of Year Fountas & Pinnell Benchmark Assessments will show a 10 percentage point increase of students on or above expected EOY Reading level.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: These students are educationally disadvantaged based on this status. **Root Cause 1:** Parkway has 72% of our students who qualify for free and/or reduced meals.

Student Achievement

Problem Statement 1: Our STAAR Writing overall score has declined. **Root Cause 1:** Research indicates that students from poverty struggle with the mechanics of writing, especially the revision and editing component.

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 3: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP. **Root Cause 3:** The majority of these students are educationally disadvantaged because of various factors.

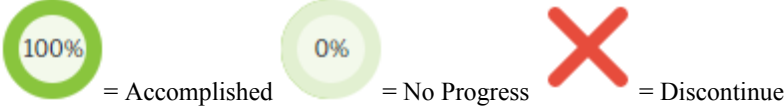
Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

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

Evaluation Data Source(s) 3: Climate survey; employee retention reduction

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 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.	2.4, 2.5, 2.6	Teachers Principals Instructional Coaches (2 FTE)	50% of resources used during instruction will include various cultures.			
	Problem Statements: Student Achievement 3 Funding Sources: 211- Title I Funds - 117781.00					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Collaborative planning meetings, data meetings, and RtI meetings will be scheduled throughout the school year.	2.5	Principals Instructional Coaches (2 FTE) Academic Specialist (1 FTE)	All lesson plans will be planned by the teachers, including formative & summative assessments.			
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 211- Title I Funds - 175549.00					
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: These students are educationally disadvantaged based on this status. Root Cause 1: Parkway has 72% of our students who qualify for free and/or reduced meals.

Student Achievement

Problem Statement 3: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP. **Root Cause 3:** The majority of these students are educationally disadvantaged because of various factors.

Curriculum, Instruction, and Assessment

Problem Statement 1: Less than 70% of students are on or above grade level reading level at year end. **Root Cause 1:** Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

Technology

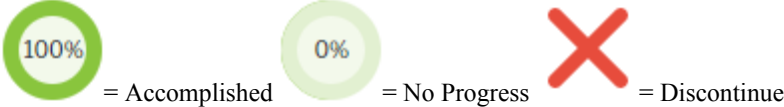
Problem Statement 1: Teachers don't know how to quickly and effectively incorporate technology applications in their daily lesson plans. **Root Cause 1:** Lack of time to explore ideas of ways to incorporate technology into their daily lesson plans.

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

Performance Objective 4: Increase STEAM, science, technology, engineering, arts, and mathematics opportunities for all students in all grades.

Evaluation Data Source(s) 4: Increased enrollment/participation in STEAM opportunities throughout the school year.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) STEAM time scheduled and planned on a regular basis to encourage student higher order thinking and problem solving strategies.	2.4, 2.5, 2.6	Principals Teachers Math/Science Instructional Coach (1 FTE)	STEAM lesson plans are included in grade level lesson plans.			
Problem Statements: Technology 1 Funding Sources: 211- Title I Funds - 53963.00						
						

Performance Objective 4 Problem Statements:

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

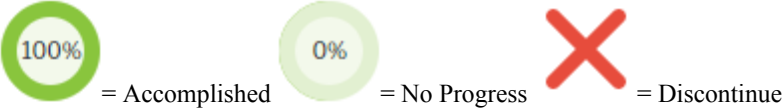
Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

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

Evaluation Data Source(s) 5: 25% of our students will reach the Masters level on STAAR.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Teachers & District GT Specialist will utilize daily tutorial time and other instructional times throughout the day to enrich student learning to promote higher order thinking skills and activities.	2.4, 2.5	Teachers Principals Instructional Coaches (2 FTE) District GT Specialist	Increased performance of students reaching Masters on STAAR.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 211- Title I Funds - 117781.00					
						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: These students are educationally disadvantaged based on this status. Root Cause 1: Parkway has 72% of our students who qualify for free and/or reduced meals.
Student Achievement
Problem Statement 1: Our STAAR Writing overall score has declined. Root Cause 1: Research indicates that students from poverty struggle with the mechanics of writing, especially the revision and editing component.
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 3: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP. Root Cause 3: The majority of these students are educationally disadvantaged because of various factors.

Curriculum, Instruction, and Assessment

Problem Statement 1: Less than 70% of students are on or above grade level reading level at year end. **Root Cause 1:** Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

Technology

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

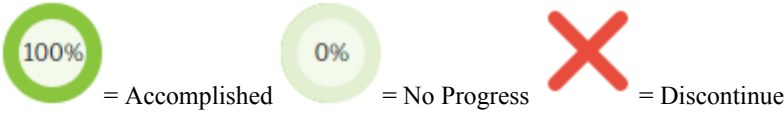
Goal 1: Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

Performance Objective 6: Improve student attendance

Evaluation Data Source(s) 6: Weekly, monthly, & annual attendance rates as reported through PEIMS

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Improve low-performing schools 1) Focus on building authentic relationships between students and staff at all levels.	2.4, 2.5, 2.6	Principal Assistant Principal PEIMS Clerk-campus & district Teachers	Student attendance, achievement, and growth will increase as reflected in the reported PEIMS report & local/state assessment data.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1					
2) Implement attendance incentives for students.	2.4, 2.5, 2.6	Principal Assistant Principal PEIMS/Attendance Clerk Classroom Teachers	Student attendance will maintain an overall average of at least 96%.			
						

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: These students are educationally disadvantaged based on this status. Root Cause 1: Parkway has 72% of our students who qualify for free and/or reduced meals.
Student Achievement
Problem Statement 1: Our STAAR Writing overall score has declined. Root Cause 1: Research indicates that students from poverty struggle with the mechanics of writing, especially the revision and editing component.
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.

Student Achievement

Problem Statement 3: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP. **Root Cause 3:** The majority of these students are educationally disadvantaged because of various factors.

School Culture and Climate

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

Curriculum, Instruction, and Assessment

Problem Statement 1: Less than 70% of students are on or above grade level reading level at year end. **Root Cause 1:** Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

Parent and Community Engagement

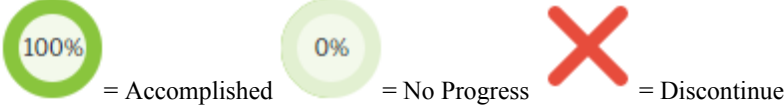
Problem Statement 1: Lack of trust between the school district, as a whole, and the community. **Root Cause 1:** Negative issues at the district and campus levels are highlighted more than the positive ones leading to a lack of positive PR for the district and therefore the schools.

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 English Learners (EL).

Evaluation Data Source(s) 7: TELPAS, Teacher Certification Data, Classroom Observations

Summative Evaluation 7:

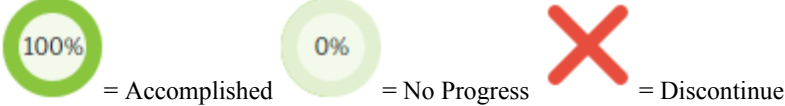
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) All core content area teachers of English Learner students will be ESL certified by the end of the 2019-2020 school year.	2.4, 2.6	Campus Administrators, Coordinator of Special Programs	Compliance with TEA guidelines.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will use language acquisition strategies based on ELPS and progress monitor student goals for all language domains.	2.4, 2.6	Campus administrators, Coordinator of Special Programs	Increase in TELPAS scores. Increase in percentage of students eligible to exit ESL/bilingual program.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) TEKS, ELPS, and CCRS will be included in the curriculum. Language objective and learning objective will be posted. Teachers will use realia and comprehensible input.	2.4, 2.6	Campus administrators, Coordinator of Special Programs, Instructional Coaches (2 FTEs), Bilingual and ESL Teachers	Increased student achievement			
						

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 Source(s) 1: Regular instructional design and delivery integrated with technology

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Designate a grade level technology catalyst staff member so they help train and support campus staff members on new and existing technology.		District Technology Director District CIA Department Principal	Staff will add and incorporate technology into their lesson plans on a regular basis.			
Problem Statements: Technology 1						
						

Performance Objective 1 Problem Statements:

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

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use Redirect Program to teach students appropriate interpersonal skills and coping mechanisms.	2.5, 2.6	Principals Behavior Interventionist/Redirect Staff Members District Behavior Coordinator	Students identified through RTI and/or through campus administration as needing behavior support will increase in class instructional time.			
Problem Statements: Demographics 1						
2) Teachers will identify and use strategies and resources that promote cultural awareness.	2.4, 2.5, 2.6	Teachers Principals Instructional Coaches (2 FTE)	50% of resources used during instruction will include various cultures.			
Problem Statements: Student Achievement 3						
Funding Sources: 211- Title I Funds - 117781.00						
3) Students will participate in structured physical activities.	2.5	Physical Education Teachers Principal	Students will participate in Physical Education classes regularly and students in Grades 3 & 4 will be assessed using the Fitness Gram assessment.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools	2.6	District CIA Department PK-5 Principals	Student campus transitions are supported by the sending and receiving campuses.			
4) PK-5 campus administration will participate in year end campus transition meetings.	Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1					
5) Increase student opportunity for movement through the use of Drums Alive during music class.	2.5	Principal, Music teacher, Classroom teachers	Improved student focus in the classroom			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

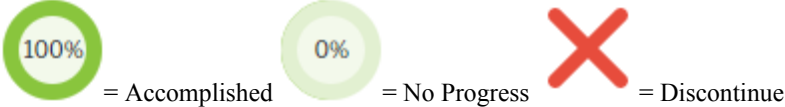
Demographics
Problem Statement 1: These students are educationally disadvantaged based on this status. Root Cause 1: Parkway has 72% of our students who qualify for free and/or reduced meals.
Student Achievement
Problem Statement 3: There continues to be an achievement gap between our total population and our students classified as African America and/or students identified as LEP. Root Cause 3: The majority of these students are educationally disadvantaged because of various factors.
School Culture and Climate
Problem Statement 1: Parent communication between teachers and parents regarding student academic progress is lacking. Root Cause 1: Teachers are scared to form relationships with parents as they aren't often equipped with skills/strategies for holding difficult conversations.
Curriculum, Instruction, and Assessment
Problem Statement 1: Less than 70% of students are on or above grade level reading level at year end. Root Cause 1: Over the past several years, we have had a very high turnover rate causing the number of experienced teachers to decrease.

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 Source(s) 1: Office Referral Data

Summative Evaluation 1:

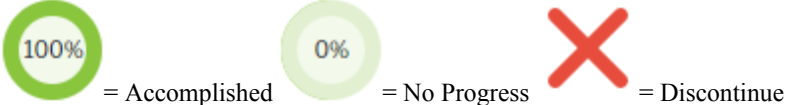
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>1) Safe and Civil Schools CHAMPS and OLWEUS Anti-Bullying programs will be implemented across campus as a foundation discipline management plan, preventative behavior management plan, and bullying prevention.</p> <p>The OLWEUS program includes class meetings to encourage student leadership of positive/desired behaviors.</p>	2.5, 2.6	Principals Teachers Counselor Behavior Interventionist/Redirect staff member	Reduction of discipline referrals. Increased student attendance.			
						

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 Source(s) 1: Reduced teacher turnover rate; University recruitment fair attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Improve campus culture by improving campus communication and systems between the other district Elementary Campus staff & Administration.	2.5	Principal Assistant Principal All Parkway Staff Members	Campus Climate Survey will reflect a positive school climate that includes teachers feeling supported at the campus and district level.			
Problem Statements: Parent and Community Engagement 1						
						

Performance Objective 1 Problem Statements:

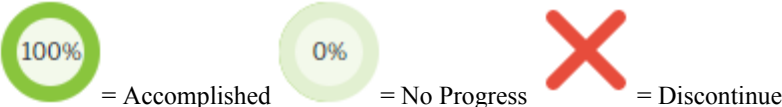
Parent and Community Engagement
Problem Statement 1: Lack of trust between the school district, as a whole, and the community. Root Cause 1: Negative issues at the district and campus levels are highlighted more than the positive ones leading to a lack of positive PR for the district and therefore the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

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 Source(s) 2: Develop annual community and PTISD family celebrations; Promote a culture of "All In" district-wide.

Summative Evaluation 2:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Campus Grade Level staff will coordinate school/grade level socials in order to build relationships among all campus stakeholders.	2.5, 2.6	Principal Assistant Principal All Parkway Staff Members	Campus Climate Survey will reflect connection of staff members and a positive school climate focused on relationships.			
2) Campus Administration will plan staff celebrations monthly as well as encourage staff to communicate openly with Campus Administration.	2.5	Principal Assistant Principal Central Admin Staff All Parkway Staff Members	Campus Climate Survey will reflect connection of district strategic plan and positive school climate.			
						

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
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.	2.6, 3.1, 3.2	Principal Assistant Principal	Improved school and community relationships as reflected in EOY Family Survey.			
Problem Statements: Demographics 1 - Parent and Community Engagement 1, 2						
2) Improve communication with parents, families, and community using the district parent liaison and electronic resources such as Ready Rosie and 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.		Principals Parent Liaison	Improved parent, family, and community engagement.			
Funding Sources: 211- Title I Funds - 21061.00						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: These students are educationally disadvantaged based on this status. Root Cause 1: Parkway has 72% of our students who qualify for free and/or reduced meals.
Parent and Community Engagement
Problem Statement 1: Lack of trust between the school district, as a whole, and the community. Root Cause 1: 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: A PTA that is lacking the T (teachers) and very few parents are involved. Root Cause 2: In prior years PTA was district based instead of campus based.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Melanie Keoun	
Administrator	Lori Ashby	Assistant Principal
Instructional Coach	Caroline Eaves	
Instructional Coach	Robin Best	
Non-classroom Professional	Tege Millikin	
Community Representative	Micah Devendorf	
Counselor	Jennifer Applegate	
Non-classroom Professional	Jolene Ray	
Classroom Teacher	Meredith Clay	
Classroom Teacher	Jennifer Ingram	
Classroom Teacher	Candace Edwards	
Classroom Teacher	Stacy James	
Classroom Teacher	Viridana Castillo	
Classroom Teacher	Geneva Scott	
Classroom Teacher	Shannon Fisk	
Classroom Teacher	Laurie Strandberg	
Campus Professional	Kimberly Fernandez	
Non-classroom Professional	Mary Nicholson	
Paraprofessional	Wendy Stevenson	
Parent	Samantha Foster	
Business Representative	David Keoun	Realtor @ Re/Max First Choice

District Funding Summary

211- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$117,781.00
1	1	2			\$121,586.00
1	1	3			\$175,549.00
1	2	1			\$111,731.00
1	2	2			\$111,731.00
1	3	1			\$117,781.00
1	3	2			\$175,549.00
1	4	1			\$53,963.00
1	5	1			\$117,781.00
1	7	1			\$83,633.00
1	7	2			\$83,633.00
1	7	3			\$0.00
3	1	2			\$117,781.00
6	1	2			\$21,061.00
Sub-Total					\$1,409,560.00
263- Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$44,100.00
Sub-Total					\$44,100.00

163- Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$176,130.00
Sub-Total					\$176,130.00
Grand Total					\$1,629,790.00