

# Pine Tree Independent School District

## Parkway Elementary

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Mathematics



**Board Approval Date:** October 12, 2017

# Mission Statement

Our mission at Pine Tree Parkway Elementary is to inspire, empower, and grow productive citizens.

# Vision

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pine Tree Parkway is a grade 1-4 campus housed in a building that is 20 years old and all rooms are in use at this time. Our student population is made up of 34% White, 24% African American and 36% Hispanic with a 67% rate of economically disadvantaged students. 12% of our population is served through Special Education.

### Demographics Strengths

PT Parkway is a very diverse campus with a mixture of African Americans, Hispanics, and White students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have a very high mobility rate.

## **Student Achievement**

### **Student Achievement Summary**

Pine Tree Parkway received a Met Standard for the 2017 Texas Accountability System. Index 1 score was 70 with a target of 60. Index 2 score was 40 with a target of 32. Index 3 score was 31 with a target of 28. Index 4 score was 28 with a target of 12. On the 2017 STAAR Assessments we had the following: 3rd Math--69% Approaches 18% Masters; 3rd Reading--61% Approaches 26% Masters; 4th Math--79% Approaches 30% Masters; 4th Reading--63% Approaches 16% Masters; and 4th Writing--59% Approaches 8% Masters.

### **Student Achievement Strengths**

The campus was in the Improvement Required status from TEA in the 2013-14 school year and a focus school for 2014-15, but has since moved to the Met Standard status for 2016-2017. We also received Distinctions in 3rd Grade ELAR and 4th Grade Math for greater than expected Growth and Masters/Level III.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** We have less than 70% of student reading on or above reading level at the end of the school year.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Parkway is working on strengthening our school climate and culture. This is the second year of the grade reconfiguration as a 1-4 campus.

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

The ability of our veteran staff to welcome and provide support of new teachers.

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

**Problem Statement 1:** Still growing as a new 1-4 campus with veteran teachers and new teachers coming together.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

100% of all staff are certified to teach their current assignment. Average years of experience is 12 years.

### **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. The summer of 2017, we only lost 9 staff members, which is an 18% turnover rate in preparation of the 2017-18 school year. This is an improvement from years past.

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

**Problem Statement 1:** The campus needs to retain teachers longer than 3 years.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

TEKS Resources 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 to design the resources, common assessments used and the instructional delivery lessons. The focus for the 2017-18 school will be to develop detailed curriculum documents in the ELAR subject area.

### **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 and assessment.

### **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:** Grade K-4 alignment in Reading instruction and curriculum.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

One night per semester is designated for parents to visit the classrooms at the school to view student work and curriculum. Approximately half of our families attended these activities in the past. One night per semester is designated for parents to conference with their child's teacher, if needed. Parkway also participates in the Annual District Innovation Showcase.

### **Family and Community Involvement Strengths**

Approximately half of our students and parents attended the activities at the campus.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** We need to strengthen our family/school relationship(s).



## **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 faculty learning 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 and Team Drive 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 common planning times for all teachers to review assessment data and plan for instruction using backwards design.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Tier I interventions at the classroom level is lacking in resources.

# **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 to 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.

## **Technology Strengths**

Our infrastructure seems to be adequate for the devices we have.

## **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Data Projectors and Document cameras are out of date.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

### **Employee Data**

- Staff surveys and/or other feedback
- PDAS and/or T-TESS

### **Support Systems and Other Data**

- Study of best practices


# Goals

## 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 passing for the 2017-18 accountability year.

**Evaluation Data Source(s) 1:** Student Assessment Data

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will receive professional development on continued implementation of Reader's Workshop, Writer's Workshop, Guided Reading, and Math Workshop to improve student mastery.</p>	2, 4, 7	District CIA Department Principals Teachers Instructional Coaches (2 FTE)	Student numbers will decrease in Tier 2 and Tier 3. Students will meet or exceed reading level.			
Funding Sources: 211- Title I Funds - 100745.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Academic Specialist will design and deliver instruction, using Leveled Literacy Intervention (LLI) for students identified as struggling through the Fountas &amp; Pinnell running records.</p>	3, 9, 10	Academic Specialist (1 FTE) Principals District Elementary ELA/R Coordinator ELAR Instructional Coach (1 FTE)	Students move from Tier 2 and Tier 3 to Tier 1.			
Funding Sources: 211- Title I Funds - 95070.00						
						

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

**Performance Objective 2:** 100% of students will make at least one year's academic growth.

**Evaluation Data Source(s) 2:** STAAR Data, State reports, Fountas & Pinnell Benchmark Assessment results, Essential Learning Progress Measures

**Summative Evaluation 2:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will use the Reader's and Writer's Workshop Model with fidelity to teach reading and writing.</p>	2, 4	Principals ELA/R Instructional Coach (1 FTE) Academic Specialist (1 FTE) Elementary ELA/R Coordinator Bilingual Teachers (5 FTEs) Bilingual Educational Aides (2 FTEs)	Increase of student growth percentages on the 2017-18 State Accountability system.			
Funding Sources: 211- Title I Funds - 95070.00, 163- Comp Ed Funds - 208805.00, 263- Title III Funds - 35656.80						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will use formative and summative Running Records to drive instruction and monitor student growth.</p>	2, 8, 9, 10	Principals ELAR Instructional Coach (1 FTE) Academic Specialist (1 FTE) Elementary ELAR Coordinator	Data reviewed at RTI and Data Meetings will reflect student growth.			
Funding Sources: 211- Title I Funds - 95070.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**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:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Teachers will identify and use strategies and resources that promote cultural awareness.</p>	2	Teachers Principals Instructional Coaches (2 FTE)	50% of resources used during instruction will include various cultures.			
Funding Sources: 211- Title I Funds - 100745.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Collaborative planning meetings, data meetings, and RtI meetings will be scheduled throughout the school year.</p>	2, 8, 10	Principals Instructional Coaches (2 FTE) Academic Specialist (1 FTE)	100% of walkthroughs will reflect best practices decided on in collaborative planning meetings and use of data.			
Funding Sources: 211- Title I Funds - 144770.00						
						

**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 robotics; integration of computer coding during STEAM or Engineering/Science hour; increased enrollment in the STEM endorsement for graduation at PTHS

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) STEAM time scheduled and planned daily to encourage student higher order thinking and problem solving strategies.</p>	1, 2	Principals Teachers Math Instructional Coach (1 FTE)	STEAM lesson plans are included in teacher lesson plans as well as documented in classroom walkthroughs.			
Funding Sources: 211- Title I Funds - 49700.00						
						




**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 meet Level III/Exceeds performance on STAAR.

**Summative Evaluation 5:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will utilize daily tutorial time to enrich student learning to promote higher order thinking skills and activities.</p>	1, 8	Teachers Principals Instructional Coaches (2 FTE)	Increased performance of students reaching Masters/Level III on local and state assessments.			
Funding Sources: 211- Title I Funds - 100745.00						
						

**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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Replace current out of date classroom Data Projectors and Document Cameras as they stop working.</p>	1	District Technology Staff District CIA Department Principal	Data Projectors and Document Cameras will be replaced instead of repaired throughout the school year.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </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.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Use Redirect Program to teach students appropriate interpersonal skills and coping mechanisms.</p>	1, 2, 9	Principals Behavior Interventionist/Redirect Staff Member	Tier 2 and Tier 3 students will increase in class instructional time.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Use of district Parent Liaison to strengthen home/school relationships.</p>	1, 2, 6, 7	Principals Assistant Superintendent of Human Resources Parent Liaison	Parent Survey will reflect positive feedback. Parent Involvement will increase and the mobility rate will decrease. Attendance rate will increase.			
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Teachers will identify and use strategies and resources that promote cultural awareness.</p>	2	Teachers Principals Instructional Coaches (2 FTE)	50% of resources used during instruction will include various cultures.			
Funding Sources: 211- Title I Funds - 100745.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Students will participate in structured physical activities. Student progress will be monitored in grades 3-4 through the Fitness Gram assessment conducted in Physical Education classes.</p>	2	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.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) PK-5 campus administration will participate in year end campus transition meetings.</p>	7	District CIA Department PK-5 Principals	Student campus transitions are supported by the sending and receiving campuses.			
<p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 1:** Improve 1-4 student understanding of their expectations in working in a culture.

**Evaluation Data Source(s) 1:** Office Referral Data

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 6</p> <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	Principals Teachers Counselor Behavior Interventionist/Redirect staff member	Reduction of discipline referrals. Increased student attendance.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </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 Source(s) 1:** Reduced teacher turnover rate; University recruitment fair attendance

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Improve campus culture by improving campus communication and systems between Central Office, Campus Admin, and Campus Staff.</p>	1, 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.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </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 Source(s) 2:** Develop annual community and PTISD family celebrations; Promote a culture of "All In" district-wide.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Campus Administration will encourage staff to participate in PTISD hosted Community Events.</p>	1, 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.			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Campus Administration will plan staff celebrations monthly as well as encourage staff to communicate openly with Campus Administration.</p>	1, 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.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

# Campus Funding Summary

<b>211- Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100,745.00
1	1	2			\$95,070.00
1	2	1			\$95,070.00
1	2	2			\$95,070.00
1	3	1			\$100,745.00
1	3	2			\$144,770.00
1	4	1			\$49,700.00
1	5	1			\$100,745.00
3	1	3			\$100,745.00
<b>Sub-Total</b>					<b>\$882,660.00</b>
<b>263- Title III Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$35,656.80
<b>Sub-Total</b>					<b>\$35,656.80</b>
<b>163- Comp Ed Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$208,680.00
1	2	1	Dyslexia Supplies		\$125.00
<b>Sub-Total</b>					<b>\$208,805.00</b>
<b>Grand Total</b>					<b>\$1,127,121.80</b>