

**Pine Tree Independent School District**  
**Parkway Elementary**  
**2018-2019 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.

# Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

## Demographics

### Demographics Summary

Pine Tree Parkway is a grade 1-4 campus housed in a building that is over 21 years old and all rooms are in use at this time. Our student demographics are as follows:

33% White                      22% African American                      37% Hispanic                      6% Two or More Races                      <2% Asian or American Indian

End of year 2017-2018 Enrollment was as follows: 681 Total Students      313 Female      368 Male

Other Student data is as follows: 72% Free/Reduced Lunch

11% Special Education (78 students)                      1% Section 504 (16 students)                      <1% G/T Students (27 students)

TOTAL Served in Sp. Programs 18% (121 students)

### 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:** Parkway has a high mobility rate.

**Problem Statement 2:** Parkway has 72% of our students who qualify for free and/or reduced meals.

## Student Achievement

### Student Achievement Summary

Preliminary STAAR scores indicate the average for reading and math campus-wide is 70%. Reading: 71% in Grade 3 and 69% in Grade 4. Math: 69% in Grade 3 and 77% in Grade 4. STAAR Writing in Grade 4 has become stagnant the past 2 years with the most recent year showing 54% mastery.

Campus wide, reading levels as measured by Fountas & Pinnell Benchmark Assessments indicate that Grade 1 had 55% on or above expected instructional reading level and Grade 2 had 67% on or above expected instructional reading level.

### Student Achievement Strengths

For the 2018 Accountability year, Parkway received Distinctions in Mathematics. For the 2017 Accountability year, Parkway received Distinctions in 3rd Grade ELAR and 4th Grade Math for greater than expected Growth and Masters/Level III. Preliminary Reports show we are MET STANDARD for the 2018 Accountability year. Our Masters levels has continued to increase for the 2018 Accountability year. Although the overall masters for Grade 4 Writing is 54%, we did have 12% of students reach the Mastery level on STAAR Writing. Parkway Masters in Math & Writing was ABOVE state average (Math was 30%-State was 26%) (Writing was 12%-State was 10%).

Parkway has continued to make gains in 4th Grade Math. We are at or above state average at all performance levels. State Approaches was 78. Parkway Approaches was 78%. State Meets was 47%. Parkway Meets was 47%. State Masters was 26%. Parkway Masters was 30%.

Students set individual goals at all grade levels for both Math and Reading. Individual student data is reviewed and students are placed in an intervention through our RTI Process. A 30 minutes tutorial time is built into the school day to supplement in class instruction. All of Parkway's staff (including Cafeteria and Custodial staff) help with offering interventions to students during the intervention/tutorial time.

### Problem Statements Identifying Student Achievement Needs

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

**Problem Statement 2:** On average only 61% of 1st & 2nd grade students are reading at or above the expected instructional reading level. **Root Cause:** Phonics and Guided Reading has not been explicitly taught at the lower levels.

**Problem Statement 3:** There continues to be an achievement gap between our total population and our students classified as being two or more races. **Root**

**Cause:** This subpop increased just this past year so this is a new problem.

## 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, Watch Dogs for Dads, Fall Curriculum Night, Spring Curriculum Night, Fall & Spring Parent Conference Evenings, STAAR Info Night, Annual Art Show, Veterans Day Program, Four Music Programs during the year, and an Awards Ceremony at the End of the Year.

Every month each homeroom teacher nominates a Student of the Month (strongest student) and a 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 Student and 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 Pirate Pride Tickets, Wall of Fame (Positive Discipline referrals), Masters Club (students reaching Masters level on CBAs), 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, Makerspace in the Library, Art Club, Jolly Roger Jam Band (Ukelele club), Cutlass Band (percussion club), Chess Club, Garden Club, 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 support is on level when given." "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.), Shoutouts in weekly newsletter, sunshine committees surprises, buccaneer buddies (secret pal), surprise teacher passes from administration, bathroom & other random words of inspiration/encouragement.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Staff forming strong working relationships with each other. **Root Cause:** Lack of time to connect with each other on a personal level outside of the school day.

**Problem Statement 2:** Failing to unite all stakeholders (namely parents) on a consistent basis. **Root Cause:** Lack of opportunity to connect with all stakeholders outside of the classroom or walls of the school. Many parent perceptions about schools, in general, are negative.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

100% of all staff are certified to teach their current assignment. We hired 11 new staff members this year which is an approximate turnover of 20%.

### 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 developments even if the PD is in an area that is not an area they are needing professional growth. 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 did 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.

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

**Problem Statement 1:** We have at least 11 new staff members on the Parkway team this year. **Root Cause:** Based on exit interviews, there was a great amount of fear regarding the change of Administration at the District level while others just wanted to get their upper level school aged children into neighboring school districts.

**Problem Statement 2:** Staff did not receive individualized Professional Development. **Root Cause:** The district had set professional development that ALL grade level teachers and/or subject area teachers were required to attend regardless of their level of mastery. It was a "one size fits all" kind of PD program.

## **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 2018-2019 school year, ELAR has a monthly year at a glance they have created which is a tool that the teacher teams asked for to help make their planning more effective. 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 time that allows for staff to supplant 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:** Grade K-4 alignment in Reading instruction and curriculum.

**Problem Statement 2:** We over assessed students in all grade levels. **Root Cause:** Mandated assessments from Central Office.

## Parent and Community Engagement

### Parent and Community Engagement 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.

### Parent and Community Engagement Strengths

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

### 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:** District campus negative issues 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:** Lack of advertisement of PTA and its importance.

## **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.

## 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.

### Technology Strengths

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

### 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 outside of Kahoot or certain apps. **Root Cause:** Lack of time to explore ideas of ways to incorporate technology into their daily lesson plans.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, 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
- T-TESS

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

- Study of best practices

# Goals




Revised/Approved: October 08, 2018

**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 Meets for the 2018-19 accountability year.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	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 individualized professional development on continued implementation of best practices Reading, Writing, Math, Science, and Social Studies to improve student mastery.</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.			
Funding Sources: 211- Title I Funds - 86605.00						
<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 Benchmark Assessments.</p>	2.4, 2.6	Academic Specialist (1 FTE) Principals District Elementary ELA/R Coordinator ELAR Instructional Coach (1 FTE)	Student numbers will decrease the percentage of students identified as Tier 2 and /or Tier 3 through RTI.			
Funding Sources: 211- Title I Funds - 88875.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

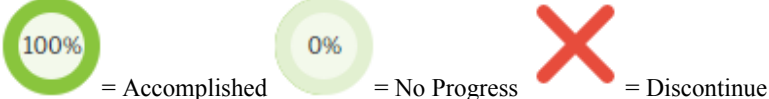


**Goal 1:** Parkway Elementary will create a customized learning environment that ensures a culture of innovation.

**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:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>Critical Success Factors</b> CSF 1 CSF 7  1) Teachers will use the Best practices with fidelity to teach Reading and Math.	2.4, 2.5, 2.6	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 2018-19 State Accountability system.			
				Funding Sources: 211- Title I Funds - 86605.00, 163- Comp Ed Funds - 36921.00, 263- Title III Funds - 140025.00		
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  2) Teachers will use Informal Running Records and Fountas & Pinnell Benchmark Assessments to drive instruction and monitor student growth.	2.4, 2.5, 2.6	Principals ELAR Instructional Coach (1 FTE) Academic Specialist (1 FTE) Elementary ELAR Coordinator	End of Year Fountas & Pinnell Benchmark Assessments will show a percentage increase of students on or above expected EOY Reading level.			
				Funding Sources: 211- Title I Funds - 86605.00		
						

**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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<b>Critical Success Factors</b> CSF 1 CSF 6  1) 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.			
	Funding Sources: 211- Title I Funds - 86605.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  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.			
	Funding Sources: 211- Title I Funds - 129155.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) STEAM time scheduled and planned weekly to encourage student higher order thinking and problem solving strategies.</p>	2.4, 2.5, 2.6	Principals Teachers Math/Science Instructional Coach (1 FTE)	STEAM lesson plans are included in teacher lesson plans.			
Funding Sources: 211- Title I Funds - 40280.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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:**




Strategy Description	ELEMENTS	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 engage/tutorial time to enrich student learning to promote higher order thinking skills and activities.</p>	2.4, 2.5	Teachers Principals Instructional Coaches (2 FTE)	Increased performance of students reaching Masters on STAAR.			
Funding Sources: 211- Title I Funds - 86605.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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:**


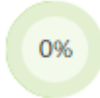

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Offer technology integration professional development opportunities to staff.</p>		District Technology Director District CIA Department Principal	Staff will add and incorporate technology into their daily/weekly lesson plans.			
<p style="text-align: center;">  = Accomplished                = 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	ELEMENTS	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>	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.			
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Teachers will identify and use strategies and resources that promote cultural awareness.</p>	2.4, 2.5, 2.6	Teachers Principals Instructional Coaches (2 FTE)	50% of resources used during instruction will include various cultures.			
Funding Sources: 211- Title I Funds - 86605.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Students will participate in structured physical activities.</p>	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.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) PK-5 campus administration will participate in year end campus transition meetings.</p>	2.6	District CIA Department PK-5 Principals	Student campus transitions are supported by the sending and receiving campuses.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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><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>	2.5, 2.6	Principals Teachers Counselor Behavior Interventionist/Redirect staff member	Reduction of discipline referrals. Increased student attendance.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**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
<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>	2.5	Principal Assistant Principal Central Admin Staff All Parkway Staff Members	Campus Climate Survey will reflect a positive school climate that includes teachers feeling supported at the campus and district level.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

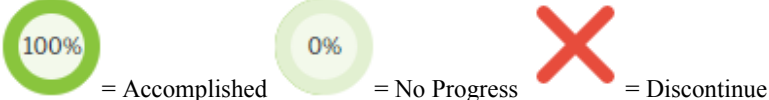


**Goal 5:** Parkway Elementary will recruit, develop, support, and retain the highest quality staff.

**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
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Campus Grade Level staff will coordinate school/grade level socials in order to build relationships among all campus stakeholders.</p>	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.			
<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>	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>3) Campus staff will coordinate events for families and students to participate in to build staff and community relationships.</p>	2.6, 3.1, 3.2	Principal Assistant Principal	Improved school and community relationships as reflected in EOY Family Survey.			
						

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melanie Keoun	Principal
Administrator	Lori Ashby	Assistant Principal
Non-classroom Professional	Jolene Ray	Teacher
Campus Professional	Mary Nicholson	SE Teacher
Classroom Teacher	Melanie Taylor	Teacher
Instructional Coach	Robin Best	IC
Instructional Coach	Caroline Eaves	IC
Parent	David Keoun	Parent
Business Representative	Micah Devendorff	Horace Mann
District-level Professional	Miranda Chism	

# Campus Funding Summary

<b>211- Title I Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$86,605.00
1	1	2			\$88,875.00
1	2	1			\$86,605.00
1	2	2			\$86,605.00
1	3	1			\$86,605.00
1	3	2			\$129,155.00
1	4	1			\$40,280.00
1	5	1			\$86,605.00
3	1	2			\$86,605.00
<b>Sub-Total</b>					\$777,940.00
<b>263- Title III Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$140,025.00
<b>Sub-Total</b>					\$140,025.00
<b>163- Comp Ed Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$36,921.00
<b>Sub-Total</b>					\$36,921.00
<b>Grand Total</b>					\$954,886.00