Eagle Mountain-Saginaw Independent School District

Parkview Elementary

2023-2024 Improvement Plan

Mission Statement

The **Mission of Parkview Elementary** is

to foster a **love** of **learning**

by providing a **safe** and **engaging environment**

for **all** students, regardless of circumstance,

to **learn** and **grow academically**, **emotionally**, and **socially**.

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Vision

Parkview **P**ostive **R**espectiful **I**ntegrity **D**ependable **E**ncourage

Value Statement

Collective Committments:

1. We will work collaboratively with an open mind, positive attitude, and mutual respect.
2. We will have an intentional greeting and wrap-up in our classroom each day.
3. We will look for and celebrate each otherôs success.
4. We will create an environment of intrinsic motivation to empower Parkview students to take responsibility for their education and become life-long learners.
5. We will foster positive and honest communication between colleagues, students, and parents.
6. We will take responsibility for our actions and be proactive in solving problems.
7. We will use collective data and District curriculum to differentiate instruction to meet the needs of all students.
8. We will assume responsibility for all students at Parkview Elementary.
9. We will value ourselves and others as we set high expectations for the Parkview community.

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

- 1 Principal
- 1 Assistant Principal
- 1 Principal Intern
- 1 Counselor
- 1 Librarian
- 28 General Education Teachers
- 5 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Specialist
- 1 Title I Reading Coach
- 1 Math Specialist
- 1 Success Academy Teacher
- 1 Registered Nurse
- 5 Paraprofessionals (Instructional - Makerspace, Physical Education, Pre-K, SSA)
- 7 Paraprofessionals (Instructional - Special Education)
- 3 Paraprofessionals (Office)
- 1 Speech Therapist
- 1 Dyslexia Therapist

Parkview Elementary also employees the following part-time employees:

- 1 Gifted/Talented Teacher
- 1 Diagnotician
- 1 Math Coach

Parkview Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special

Grade Level	% Passing	Difference	% Mastered	Difference

Grade Level	% Passing	Difference	% Mastered	Difference
5th Grade Science 2015-2016	41%	0%	6%	-1%
5th Grade Science 2016-2017	81%	-6%	5%	-1%
5th Grade Science 2017-2018	81%	+10%	12%	+7%
5th Grade Science 2018-2019	71%	-5%	22%	+10%
5th Grade Science 2020-2021	0%	-4%	10%	-12%
5th Grade Science 2021-2022	0%	0%	10%	0%
5th Grade Science 2022-2023	49%	-20%	4%	-6%

Subpop Grade Level/ Subject Area		All Students 22-23	All Students 21-22	White 22-23	White 21-22	Hispanic 22-23	Hispanic 21-22	African American 22-23	African America 21-22	EcoDis 22-23	EcoDis 21-22	Sped 22-23	Sped 21-22
3rd Grade Reading													

BAS Data	2018-2019	2020-2021	2021-2022	2022-2023	2018-2019	2020-2021	2021-2022	2022-2023
	Below Grade Level	**Below Grade Level**	Below Grade Level	Below Grade Level	**On or Above Grade Level**	**On or Above Grade Level**	**On or Above Grade Level**	On or Above Grade Level
MOY Kindergarten	20%	33%	37%	54%	80%	67%	63%	46%
EOY								

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School Culture and Climate

School Culture and Climate Summary

Mission:

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- As a Professional Learning Community we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for education and align to our vision and goals. We work to support one another in order to effectively serve our entire Maverick community.

  Learning opportunities are embedded in each area of our work as a Professional Learning Community. Campus-wide, vertical, grade level, leadership, and individual learning opportunities will be consistnetly implemented as part of our campus professional learning plan. Areas of learning will include but are not limited to instructional practice, using data to inform, utilizing resources, leadership, and relationship building.

  1. Campus Professional Learning - Professional learning opportunities are provided regularly throughout the school year at Parkview Elementary. The professional learning is determined based on the needs of the staff.

  2. Grade Level PLCs meet weekly. The work is centered around the 4 questions and using data to drive the instructional needs of the students.

Staff Quality, Recruitment, and Retention Strengths

- Content Specialist available to provide job embedded PD.
- Common Planning time built in to master schedule for Kinder - 5th grade.
- Ongoing professional learning provided to all professional staff members from the district and campus.
- Grade level collaboration built in to the master schedule for Kinder - 5th grade.
- Desginated intervention time to meet the needs of students and protect tier 1 instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: SLE self-contained classroom teacher positon not filled. **Root Cause:** Lack of highly qualified applicants for hard to fill postions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum -

- Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS to the same depth & complexity.
- The PLC process is used to unwrap essential standards, develop common assessments, and plan for intervention & remediation.

Instruction -

- Instructional Coaching - Title I Reading, Math, and Writing coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.
- All general education teachers and special education teachers receive training on the district fundamental practices.
- SLO's and T-TESS Professional Goals collectively developed.
- All grade level teams have on campus access to district Instructional Technology specialist regularly

Assessment -

- Literacy - Fountas & Pinnell Benchmark Assessment System, iStation, mCLASS (K-2)
- Math - iStation, MSTAR, ESTAR
- District Common Assessments
- Benchmarks - 3rd, 4th, 5th
- Dyslexia Screeners K/1

Curriculum, Instruction, and Assessment Strengths

- Team collaboration
- Guaranteed & viable curriculum across each grade level.
- Access to Curriculum Coordinators and campus learning coaches, and Instrcutional Technologists
- Access to supplemental resources purchased through Title I funds
- Student achievement monitored through ongoing progess monitoring and assessments
- Utilizing Title I Reading and Math Coach to ensure K-5 instruction is aligned.
- Student Data Tracking

- System in place for identifying and providing student interventions

Parent and Community Engagement

Parent and Community Engagement Summary

K-12 Insight School Climate Survey- Parent Survey Results: (39 Parents took the survey)

Teachers set high expecatations for all students. 87% strongly agree, agree, neutral

Students and staff members are trained in the district's safety and security procedures by partipating in regular safety drills. 95% strongly agree, agree, neutral

Families are encouraged to attend school-sponsored activities. 92% strongly agree, agree, neutral

This school respects and values input provided by families. 85% strongly agree, agree, neutral

This school uses family input to improve our school. 85% strongly agree, agree, neutral

Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gebder, disabilities or circumstances. 88% strongly agree, agree, neutral

Parent and Community Engagement Strengths

Teachers set high expecatations for all students. 87% strongly agree, agree, neutral

Students and staff members are trained in the district's safety and security procedures by partipating in regular safety drills. 95% strongly agree, agree, neutral

Families are encouraged to attend school-sponsored activities. 92% strongly agree, agree, neutral

Priority Problem Statements

Problem Statement 1: The Number of Students Below Grade Level at the End of the Year in K-1 as measured by BAS.

Root Cause 1: K-2 will plan with instructional coach support weekly to ensure instruction is aligned with TEKS and district curriculum and resources are being utlized K-2 will meet with cohort groups regularly

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: After analysis of historical and current data, the percentage of students "Approaching and Meeting" standard on the 4-5 Math STAAR assessments has decreased over time.

Root Cause 2: 3-5 will plan with instructional coach support weekly to ensure instruction is aligned with TEKS and district curriculum and resources are being utlized 3-5 will meet with cohort groups regularly K-5 Vertical Team Meetings

Problem Statement 2 Areas: Student Achievement

Strategy 3 Details	Reviews
Strategy 3:	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality t

Strategy 4 Details	Reviews
Strategy 4: All PK-2 students will create and utilize data folder notebooks to set goals and track academic progress in math. **Strategy's Expected Result/Impact:**	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: By the end of the 2023-2024 school year, 85% of 3rd, 4th, 5th grade students including EB and Sped students, will meet or exceed standard on the 2024 Reading, Math and Science STAAR Assessment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instrcutional activities and assessments to learning targets. **Strategy's Expected Result/Impact:** All 3rd, 4th, 5th grade students will meet or exceed one year of growth. Lesson Plans and instructional activities are aligned to district curriculum. **Staff Responsible for Monitoring:** 3-5 Teachers, Instructional Coach, Interventionist, Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Students identified as not making adequate academic progress will recieve support through MTSS via CARE Team meetings for RtI Tier 2 and 3, 504 plans, and IEPs. **Strategy's Expected Result/Impact:** Increase number of students achieving one or more years growth **Staff Responsible for Monitoring:** 3-5 Teachers, Instructional Coach, Interventionist, Principal, Assistant Principal, 504 Coordinator, Special Education Case Managers **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews
Strategy 3: Teachers will regularly collaborate with reading instructional coach, and content facilitators in grade level PLCs to analyze student data in relation to learning standards and instructional strategies to ensure all students receivehigh quality	

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7: Daily Intervention time to address Tier 2, Tier 3 and HB4545 and provided individualized interventions. **Strategy's Expected Result/Impact:** One year of growth in assessments. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.4, 2.5, 2.6				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: By the end of the 2023-2024 school year, 100% of 2nd-5th grade students will explain their reasoning in reading, math, and science with a score of 2 on the RAP/CER rubric.

Evaluation Data Sources: RAP/CER Rubric Data
STAAR Data

Strategy 1 Details	Reviews
Strategy 1: Students will be taught the RAP and CER format in reading, math, and science. **Strategy's Expected Result/Impact:** Increase in written expression. **Staff Responsible for Monitoring:** Principal, Assistant Principal, 2-5 Teachers, Instructional Coaches	

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: Through out the 2023-2024 school year, Pre-K- 5th grade students will utilized and maintain data folders that track both academic and personal growth goals.

Evaluation Data Sources: Student Data Folders and Data Talks
PLC

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Professional development during Welcome Back Week will focus on student data binder expectations and key components. **Strategy's Expected Result/Impact:** Increased targeted use of student data tracking and goal setting. **Staff Responsible for Monitoring:** Principal, Assisstant Principal, Pre-K-5 Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: All students will have a data folder to set goals and track their progress for academic (math, reading, science) and personal growth. **Strategy's Expected Result/Impact:** Students will learn to set goals and develop a growth mindset **Staff Responsible for Monitoring:** PK-5 Teachers, Campus Administration **Title I:** 2.4, 2.5, 2.6				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: During the 2023-2024 school year, Parkview Elementary will partner with Parkview PTA to provide opportunities for st"

Strategy 2 Details	Reviews
Strategy 2: Parkview will provide student, parent, and community involvement ativities thoughout the school year such as: Meet the Teacher Parkview Family Picnic Boo at Parkview Veteran's Day Dinner Title I Informational Meeting Painting with Parents Spring Open House Cocoa and Cookies with Santa Student Performances General PTA Meetings Breakfast with Grandparents Award Ceremonies **Strategy's Expected Result/Impact:** Students, parents, and community will û Impk	

Strategy 5 Details	Reviews
Strategy 5:	

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: 100% of teachers will set personalized goals for professional growth.

Evaluation Data Sources: Goals submitted in STRIVE.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: 100% of teachers will set personalized goals for professional growth in STRIVE during BOY conferences and will reflect on their growth during EOY conferences. **Strategy's Expected Result/Impact:** Professional growth based on choice Students growth **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: During the 2023-2024 school year, all professional staff and instructional staff will be provided professional learning opportunities that increases their capacity to provide rigorous learning for all students

Evaluation Data Sources: Weekly Collaboration Agenda/Notes
PL Sign-In Sheets

Strategy 1 Details	Reviews

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community

Title I

Title I Personnel

Name	Position	Program	FTE
April Anguiano	Math Interventionist	Math	1
Erin Abernathy	Title I Reading Coach	Reading	1
Kathy Lott	Literacy Interventionist	Reading	1