

Keller Independent School District



Parkview Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

At Parkview, we create a safe and engaging learning environment that fosters a community of lifelong learners and leaders.

Vision

Every day, our vision is to teach students how to learn and lead for today and tomorrow.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Parkview Elementary is a Title I campus focused on continuous improvement through data-informed practices, high-yield instructional strategies (AVID, PDSA), and a strong commitment to family and community engagement.

Demographics

Summary

Parkview Elementary is a culturally diverse campus; our student population ending 2024-2025 year was 633.

According to our most recent snapshot report, our campus diversity reads as such, with 26% Hispanic, 21% White, 24% Asian, 18% African American, and 11% two or more races. We have 68% of our population that is economically disadvantaged.

We have a large resource program, and four special program classrooms, two LIFE and two STARS encompassing 7% of our population. Additionally, other programs on our campus include Vietnamese Bilingual 11%, Dyslexia 8%, ESL 7%, LEP 26%, GT 5%, and Rti- Tier III interventions (revolving number- ended 23-24 school year with 26% served) offered through Comp Ed and Title I resources.

We recognize a need for a staff with diversity and the ability to use Title I funding for teachers and students. We also see a need to find our high achievers in the GT programs, as well as, exposure to an individualized based learning program.

Strengths

Parkview Elementary is a diverse campus with a fairly even split of students representing various backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

The attendance rate for the previous school year is up, averaging at 93.8%. Attendance is still below the district goal of 95%.

The campus has many families with multiple students, typically when one student is ill they all stay home.

 = Priority

Student Learning

Summary

Parkview Elementary's 2024–2025 assessment data highlights both growth and areas for improvement. Although PDSA cycles were implemented schoolwide with the goal of improving STAAR and MAP performance by 5%, growth was inconsistent across grade levels. These results emphasize the need for instructional restructuring in 4th grade, increased support in science, and refinement of progress monitoring. The data will inform targeted instructional practices and intervention planning for the 2025–2026 school year.

Strengths

3rd grade reading increased from 74% to 80% Meets (↑6%) and 5th grade Math increased from 68% to 75% Meets (↑7%). Grade level and building level collaboration opportunities occur regularly and there is a consistent focus on the utilization of AVID and PDSA strategies.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	4th grade performance in both Reading and Math declined significantly from the previous year.	Our campus requires instructional restructuring and professional development focused on targeted academic supports.
2	5th grade Science performance did not meet the campus goal of 70% passing.	Our science instructional strategies and intervention plans are not as data driven and cohesive across the campus as other content areas.

 = Priority

School Processes & Programs

Summary

Parkview Elementary continues to strengthen instruction through school wide implementation of district curriculum using AVID strategies and PDSA cycles. These systems have supported structured planning and student engagement, as evidenced by campus growth in several grade levels and a successful AVID Showcase in March. However, inconsistent academic outcomes across grade levels reveal a need to refine these practices.

Strengths

School-wide implementation of PDSA processes and AVID strategies will provide more structured planning and increased student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

The data indicates an inconsistency in our instructional outcomes from grade level to grade level.

Effective modeling for small group instruction and Tier 1 delivery are needed to support teacher and student growth.

 = Priority

Perceptions

Summary

Parents reported feeling welcome at PES and encouraged to participate in their child's education.

Strengths

Stakeholders report that the school staff is welcoming and supportive when concerns arise. Parents and students enjoy our Parent and Family Engagement events and are satisfied with the academic events hosted throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement

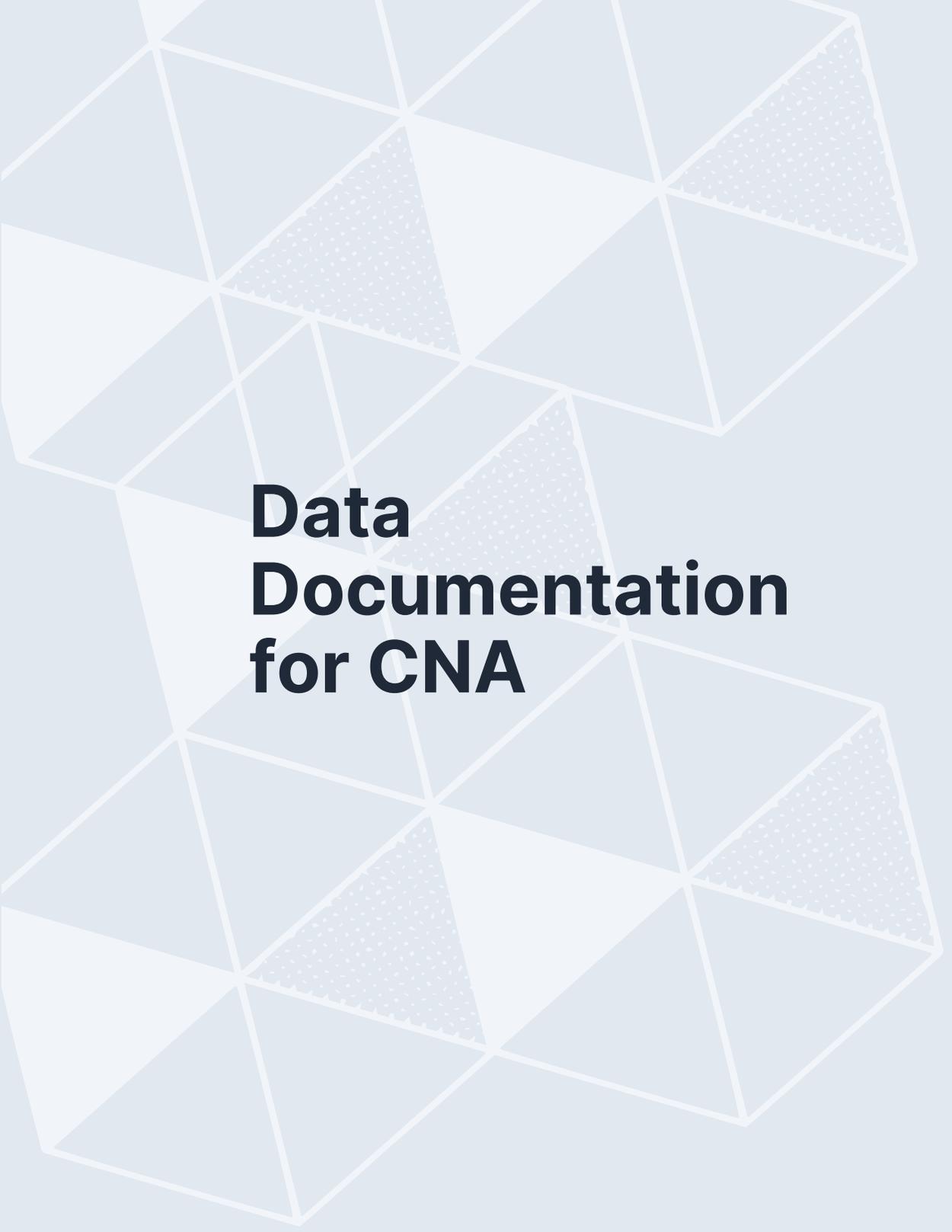
Root Cause

1

Parents are requesting additional materials to support their child's learning at home.

There is an inconsistency in communication to families regarding current units of study and resources that could be used to boost achievement outcomes.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- Section 504 data
- Homeless data

Gifted and talented data

Dyslexia data

Student Data: Behavior and Other Indicators

Attendance data

Discipline records

Class size averages by grade and subject

Employee Data

Professional learning communities (PLC) data

Staff surveys and/or other feedback

Campus leadership data

Professional development needs assessment data

Parent/Community Data

Parent surveys and/or other feedback

Support Systems and Other Data

Communications data



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority

At the conclusion of the 2026 school year, Parkview will increase student achievement in STAAR Math, Reading, and Science to at least 80% Approaches, including 60% of all 3rd, 4th, and 5th Grade students who will score Meets, as measured by STAAR.

Action Step 1 Additional Targeted Support Action Step

Parkview administrators will conduct administrative walkthroughs on all staff to ensure curricular alignment in all content areas to the KISD scope and sequence.

Measures: Walkthrough documents
Meeting agenda

Staff Responsible for Monitoring: Principal, APs

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Parkview Administrators and Instructional Reading and Math coaches will provide consistent planning practices to teachers and monitor for alignment between unit objectives, lesson plans, and instructional delivery.

Measures: Planning Sessions, Lesson Plans, Walkthroughs

Staff Responsible for Monitoring: Principal, AP, Coaches

Funding Sources: Title I Funds 211 - Title I Pt A Impr BSC Prg, \$25,000

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3 Targeted Support Action Step

✓ Additional Targeted Support Action Step

Parkview will utilize tutors to provide targeted, small-group interventions.

Measures: Progress data of students directly taught by Title I tutors

Staff Responsible for Monitoring: Principal, APs, ISTs

Funding Sources: Title I Funding 211 - Title I Pt A Impr BSC Prg, \$12,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 4

Parkview will utilize Intervention Support Teachers to help teachers close the learning gaps.

Measures: Tier II and III progress data

Staff Responsible for Monitoring: Principal

Funding Sources: Title I Funds 282 - ESSER III, \$67,000

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 5 **✓ Additional Targeted Support Action Step**

SIT Team meetings will take place 3 times per year (BOY, MOY, EOY) to discuss student growth and make decisions to meet the needs of all students.

Measures: Benchmark Data, Data Portfolios and progress measured by universal screeners and DCAs.

Staff Responsible for Monitoring: Principal, APs, ISTs, Classroom teachers

Funding Sources: Salary - Comp Ed 282 - ESSER III, \$65,643

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 6

Throughout the school year, all teachers will maximize Tier 1 instructional time by utilizing proven high-yield instructional strategies, as outlined in the AVID initiative.

Measures: Instructional minutes per the master schedule, alignment to the KISD curriculum

Staff Responsible for Monitoring: Principal, APs, and Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 7

The campus will utilize Costa's level 2 and 3 questions in class 70% of the time, an increase from 2025-2026 at 60%.

Measures: Campus Walkthroughs

Staff Responsible for Monitoring: Principal, AP, Instructional Coaches and Classroom teachers

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 8 Targeted Support Action Step

Additional Targeted Support Action Step

Administration and instructional coaches will meet with teams monthly to review data from instructional walks and recent assessments in order to track student growth and inform future instructional planning.

Measures: Calendar invites and meeting notes. Data discussions

Staff Responsible for Monitoring: Instructional Coaches, Principal

Funding Sources: Title I Funding 282 - ESSER III, \$36,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 9

Teachers will support high-quality lessons by ensuring lessons are tied to the unit focus, grade-level TEKS, and District curriculum and instructional guides.

Progress Reviews

Considerable Progress

December

April

July

August

Performance Objective 2

Throughout the 2025-2026 school year, all Parkview teachers will utilize high-yield instructional strategies, AVID, and PDSA to drive further student growth and achievement.

Action Step 1

AVID team will create 9-week binder check dates to ensure students are following the AVID organizational structure.

Measures: binder check, agenda check

Staff Responsible for Monitoring: Classroom teachers, AVID coordinators

Funding Sources: purchase of supplies 285 - Title I Part A ARRA, \$2,000

TEA Priorities: Improve low-performing schools

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Teachers will post daily learning objectives/essential questions for the day to guide student learning and understanding.

Measures: Walkthrough data

Staff Responsible for Monitoring: Principal, APs, AVID coordinator

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 3

The AVID site team will roll out a new teaching/learning strategy each nine weeks for implementation across the campus.

Staff Responsible for Monitoring: Team Leads, AVID site team, AVID site coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 4

Teachers will utilize Plan, Do, Study, Act boards to communicate student learning, monitor student progress, identify learning gaps, and inform next steps for Tier 1 instruction and intervention planning.

Measures: Student achievement scores, Walkthrough data

Staff Responsible for Monitoring: Principal, Assistant Principal

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 5

Teachers will ensure that all students have a data binder for setting individual goals, and these goals will be routinely tracked and discussed with the teacher using multiple data measures, in relation to the teacher's current PDSA boards.

Progress Reviews

Considerable Progress

December

April

July

August

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

Throughout the school year, all staff members will engage and provide excellent customer service to Parkview families through building relationships and communication, as measured by Title 1 survey results.

Action Step 1

Parkview committees will set up and host family nights that support our core beliefs and enforce academics. These events could include STEAM night, AVID for families, and Reading and Math nights.

Measures: Title I Survey

Staff Responsible for Monitoring: Principal, AP, Leadership Team

Funding Sources: Supplies 211 - Title I Pt A Impr BSC Prg, \$1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Throughout the school year, all staff members will engage and provide excellent customer service to Parkview families through relevant and timely communication with parents. This includes email, phone, and weekly newsletter communication.

Measures: Title I Survey

Staff Responsible for Monitoring: Principal, AP, Team Leads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Throughout the 2025-2026 school year, 100% of Parkview parents, students, and teachers will report that Parkview is a positive place to work, learn, and grow, as measured by Campus, District, and Title 1 survey results.

Action Step 1

Ongoing morale-building activities, i.e., morning walkthroughs, positive notes or emails during visits, consistent communication, and questions being addressed in a timely manner.

Staff Responsible for Monitoring: Principal, APs, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Utilizes the Parkview Leadership Action Team for collaboration and enhancement of campus operations and procedures.

Staff Responsible for Monitoring: Principal, APs

Progress Reviews

Considerable Progress

December

April

July

August



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Julie Orndorff	Campus Instructional Reading Coach		1
Xuan Nguyen	IST - Vietnamese Bilingual		1
Yvonne Bouldin	Campus Instructional Math Coach		1