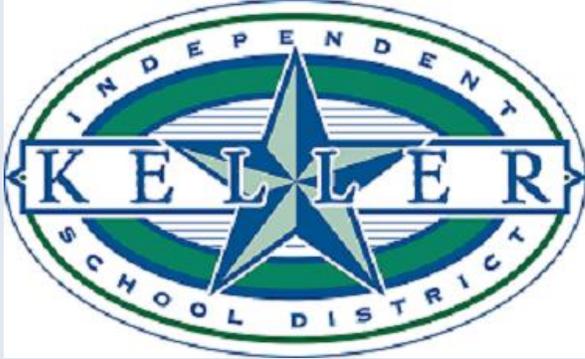


# Keller Independent School District



## Parkwood Hill Intermediate School

## 2025-2026 Campus Improvement Plan

# Mission Statement

Keller ISD will **educate** students to achieve, **inspire** them to dream, and **challenge** them to grow, so that they are prepared to be productive members of the community in which they learn, live, and work.

# Vision

Cultivating Learners. Inspiring Leaders. Building a Community of Excellence.

# Value Statement

## We Believe...

- Mutual respect and dignity build unity.
- Relationships are the foundation for helping students learn, grow, and dream.
- Engagement happens with opportunities for problem solving and critical thinking.
- Safety and security inspire trust and the confidence to thrive.
- Valuing the voice and feedback of personnel ensures the retention and recruitment of exceptional staff.
- Collaboration and communication encourage community support and involvement.

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# Comprehensive Needs Assessment

# Demographics

## Summary

At Parkwood Hill Intermediate School, we love kids. Our campus community is dedicated to the academic, social, and emotional growth of all students within a safe, nurturing, and collaborative learning environment. When the campus opened on August 7, 2000, it served approximately 600 students. At its height, student enrollment grew to 1,261, and it currently has an enrollment of approximately 964 students. The average attendance percentage grew by one percentage point, as noted in the 2024-2025 Texas Academic Performance Report (TAPR), to 94.6%. Student attendance is promoted by a campus attendance committee that leverages a variety of individual incentives to encourage timely arrival and regular attendance. The student demographics provided below are based on data from Parkwood Hill Intermediate's most current TAPR.

### Ethnic Distribution

- African American 14.3%
- American Indian 0%
- Asian 9.8%
- Hispanic 24.6%
- White 42.9%
- Pacific Islander 0.4%
- 2 or More Races 8.0%
- 

### Economically Disadvantaged

- 42.60% - The percentage of economically disadvantaged students has illustrated a rising trend up 6%.

### At-Risk

- 34.2% - The percentage of at-risk students has risen in the last five years but has dipped this past year by 4%

### Bilingual / ESL Students

- 0.4% - The percentage of Bilingual / ESL students has demonstrated a slight decrease.

## Strengths

- Growing diversity among student population
- Relatively stable student enrollment numbers
- Campus-wide House System that promotes community, belonging, and attendance
- Campus-wide, evidence-based tools for building emotional intelligence; promoting self-awareness, self-management, and relationship skills
- Proactive attendance committee providing individual attendance incentives

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1  
★

The percentage of students identified as Economically Disadvantaged (42.6%) continues to grow, resulting in an increasingly diverse student population that requires additional support and services for students and staff.

Economic conditions as well as new constructions featuring new housing units have provided families of diverse economic status an opportunity to become members of the school's community.

★ = Priority

# Student Learning

## Summary

### STAAR Performance by Sub-group Spring 2025:

#### Reading: Grade 5

Student Group	Approaches or Above	Meets or Above	Masters
All Students	79%	58%	28
African American	73%	53%	24%
Hispanic	71%	44%	15%
White	84%	66%	33%
Asian	88%	73%	50%
Two or More Races	84%	66%	33%
Special Education (Current)	61%	20%	7%
Economically Disadvantaged	66%	41%	14%

#### Reading: Grade 6

Student Group	Approaches or Above	Meets or Above	Masters
All Students	85%	67%	36%
African American	74%	42%	16%
Hispanic	78%	58%	24%
White	91%	76%	46%
Asian	92%	77%	51%
Two or More Races	90%	73%	36%
Special Education (Current)	51%	25%	6%
Economically Disadvantaged	75%	49%	20%

#### Math: Grade 5

Student Group	Approaches or Above	Meets or Above	Masters
All Students	67%	39%	14%
African American	54%	28%	13%
Hispanic	54%	24%	6%
White	74%	45%	18%
Asian	81%	65%	30%

Special Education (Current)	43%	13%	3%
Economically Disadvantaged	54%	22%	4%

**Math Grade 6:**

Student Group	Approaches or Above	Meets or Above	Masters
All Students	84%	48%	23%
African American	68%	26%	12%
Hispanic	78%	34%	11%
White	89%	60%	62%
Asian	96%	72%	54%
Two or More Races	94%	36%	14%
Special Education (Current)	54%	22%	11%
Economically Disadvantaged	75%	30%	10%

**Science: Grade 5**

Student Group	Approaches or Above	Meets or Above	Masters
All Students	70%	40%	17%
African American	54%	27%	7%
Hispanic	51%	23%	7%
White	80%	52%	24%
Asian	85%	50%	23%
Two or More Races	73%	35%	14%
Special Education (Current)	43%	17%	3%
Economically Disadvantaged	51%	18%	5%

## Strengths

- Parkwood Hill Intermediate School received a "B" rating.
- Academic Achievement Scores in STAAR Reading results has evidenced consistent achievement for fifth graders from Spring 2024 to Spring 2025 for students at the Meets and Masters levels.
- Academic Achievement Scores in STAAR Reading increased for sixth graders from Spring 2024 to Spring 2025 for students at all performance levels for Masters showing an increase of 5% from 31% to 36%. The Meets level remained the same at 67%.
- Academic Achievement Scores in STAAR Science increased for testers by 9% at the Meets or High performance levels.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



In STAAR Math, the overall performance of fifth-grade students exhibited decreases in performance levels for Meets (6%) from 2024-2025.

Grade-level dips in achievement evidence a decline in 5th-grade performance across all passing performance levels on the STAAR Math test, which is attributed to struggles with our campus' push to maintain instruction that is rooted in discovery-based learning while staying with the scope and sequence.

2



In STAAR Math, the overall performance of sixth-grade students exhibited decreases in performance levels for Meets (1%), and Masters (2%) from 2024-2025.

Grade-level dips in achievement evidence a decline in 5th-grade performance across all passing performance levels on the STAAR Math test, which is attributed to struggles with our campus' push to maintain instruction that is rooted in discovery-based learning while staying with the scope and sequence.

 = Priority

# School Processes & Programs

## Summary

Parkwood Hill Intermediate School continues to remain a school rooted in the achievement of students on all levels by addressing the student holistically. We achieve this noble goal with commitment and dedication through a:

- leadership approach that aims to be collaborative to foster decision-making processes around instruction, student behavior, and attendance by involving the various members of the school community;
- strategically organizing the leadership team (Administrators and School Counselors) so that student and teacher supports can be addressed efficiently;
- purposeful administrative responsibilities breakdown that provides teachers a point person to which teachers may escalate instructional requests;
- teacher lead team who help spearhead shifts to instruction with their peers;
- weekly missive that is disseminated to the community; i.e., *The Prospect*;
- weekly newsletter that is addressed to the PHI Staff, i.e., *The Weekly Wrap-Up*
- set of extracurricular activities to promote student connectivity and socialization;
- a rich Fine Arts program that promotes a sense of identity and student voice.

## Strengths

-Diversity of Academic Programs (e.g. Continuum of Math Courses, Continuum of Special Education Programs)

-House System (Student and Staff)

-PBIS System (Charger Bucks)

-Staff Shout Out

-Slide Reward Center

-Team Culture

-Fine Arts Programming (Significant Growth in Band, Orchestra, and Theatre Enrollment)

# Perceptions

## Summary

According to the 2024-2025 End-of-Year PHIS Student Survey:

Ensuring that students remain at the center of the work we do at Parkwood Hill Intermediate School has served as the impetus for giving students an opportunity to take a survey. Below is the information that was gleaned from last year's survey.

- 64% of students feel accepted at PHIS "Most of the Time-Always"
- 40% feel that Nexus Time makes students feel closer to their teacher and classmates "Most of the Time-Always"
- 55% of students "Do Not Use" the Mood Meter
- 67% of students "Most of the Time-Always" know their teachers care about them
- 72% of students note that "Most of the Time-Always" teachers help students learn from their mistakes
- 80% of students are aware that their feelings change "Most of the Time-Always"
- 70% of students know how to calm down with big emotions "Most of the Time-Always"
- 53% of students feel that they matter "Most of the Time-Always"
- 67% of students feel safe "Most of the Time-Always"
- 40% of students at PHIS support each other "Most of the Time-Always"
- 77% of students have at least one adult they can trust at PHIS "Most of the Time-Always"

## Strengths

- 72% of students note that "Most of the Time-Always" teachers help students learn from their mistakes
- Students express and demonstrate excitement/participation in the House System.
- Community perception is positive overall.
- Parent Teacher Association is active and provides/supports numerous community events.
- "Love Kids" approach was well-received.
- Strong, experienced counseling team.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1



The percentage of students who report feeling that they matter "Most of the Time-Always" is 53% as illustrated in last year's student survey.

A school-wide response around students "feel that they matter" resulted in a response that nearly half the student population did not feel that way most of the time, which is grounded in the sentiment that their needs were not met emotionally, developmentally, and academically by their fellow classmates and staff.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

In STAAR Math, the overall performance of fifth-grade students exhibited decreases in performance levels for Meets (6%) from 2024-2025.

Grade-level dips in achievement evidence a decline in 5th-grade performance across all passing performance levels on the STAAR Math test, which is attributed to struggles with our campus' push to maintain instruction that is rooted in discovery-based learning while staying with the scope and sequence.

2  
★

The percentage of students identified as Economically Disadvantaged (42.6%) continues to grow, resulting in an increasingly diverse student population that requires additional support and services for students and staff.

Economic conditions as well as new constructions featuring new housing units have provided families of diverse economic status an opportunity to become members of the school's community.

3  
★

The percentage of students who report feeling that they matter "Most of the Time-Always" is 53% as illustrated in last year's student survey.

A school-wide response around students "feel that they matter" resulted in a response that nearly half the student population did not feel that way most of the time, which is grounded in the sentiment that their needs were not met emotionally, developmentally, and academically by their fellow classmates and staff.

4  
★

In STAAR Math, the overall performance of sixth-grade students exhibited decreases in performance levels for Meets (1%), and Masters (2%) from 2024-2025.

Grade-level dips in achievement evidence a decline in 5th-grade performance across all passing performance levels on the STAAR Math test, which is attributed to struggles with our campus' push to maintain instruction that is rooted in discovery-based learning while staying with the scope and sequence.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1

By June 2026, 60% of students will demonstrate school-wide academic success in RLA by performing at Meets or Masters on the spring ELA STAAR Test.

### Action Step 1

Students will take a BOY MAP Growth Reading assessment to establish an initial RIT score for the 2025-2026 school year, Those students will be identified for tiered supports.

**Measures:** MAP Growth Reading - RIT Scores

**Staff Responsible for Monitoring:** ELA Teachers, Interventionist, Administrators

#### Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

### Action Step 2

Interventionists will facilitate a "BOY MAP Data Dig" professional development session covering the following topics: Understanding of the ASG and Student Profile Reports; Understanding of the Class and Learning Continuum Reports; Understanding of the Class Breakdown Report

**Measures:** BOY MAP Data Dig Calendar Dates; Attendance Records

**Staff Responsible for Monitoring:** Teachers, Interventionist, Administrators

#### Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

### Action Step 3

Teachers will utilize intervention resources provided by HMH (Wagglew and Read 180 Flex) to improve academic outcomes in reading.

**Measures:** Go Time Schedule; LLI Check In/Out Documentation; Student Usage/Progress Reports

**Staff Responsible for Monitoring:** ELA Teachers, Interventionist, Campus Administrators

**Funding Sources:** Moby Max License for Tier 3 Reading Intervention Students 199 - General Fund, \$1,750, Progress Learning License for Campus 199 - General Fund, \$2,800

### Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 4

RLA teachers will show an increased urgency to implement the Keller ISD RLA Curriculum, including the utilization of district-approved resources, to deliver effective instruction aligned with state standards.

**Measures:** RLA Lesson Plans/Sequencing

**Staff Responsible for Monitoring:** Keller ISD Literacy Coaches, RLA Lead Teachers, Administrators

### Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 5

Instruction/modeling of reading strategies by science and social studies teachers will continue to be refined, specifically those that improve student comprehension of informational texts.

**Measures:** Professional Development with Science/Social Studies Teachers Regarding Strategies for Comprehending Informational Texts; Refined Student "Cheat Sheets;" Refined Anchor Charts

**Staff Responsible for Monitoring:** KISD Literacy Coaches, RLA Lead Teachers, Administrators

**Funding Sources:** Laminated Charts & Posters 199 - General Fund, \$500

### Progress Reviews

Moderate Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 6

A functional literacy library will be established for use by each grade level at Parkwood Hill, easing access and use to/of Leveled Literacy Instruction (LLI) kits.

**Measures:** 2 functional literacy libraries at Parkwood Hill Intermediate

**Staff Responsible for Monitoring:** Intervention Support Teachers; Administrators

### Progress Reviews

Moderate Progress

**December**

Moderate Progress

**April**

**July**

**August**

### Action Step 7

All RLA teachers will be provided with additional professional learning/planning time with our Keller ISD Literacy Coach.

**Measures:** RLA Learning/Planning Session Calendar Dates; Attendance Records

**Staff Responsible for Monitoring:** RLA Lead Teachers, Keller ISD Literacy Coaches, Administrators

**Funding Sources:** Substitute Teachers 199 - General Fund, \$3,000

### Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 8

Students will take a MOY MAP Growth Reading assessment to establish a mid-year RIT score, and to determine the need to adjust reading intervention supports.

**Measures:** MAP Growth Reading - RIT Scores

**Staff Responsible for Monitoring:** RLA Teachers, Reading Interventionist, Administrators

### Progress Reviews

Moderate Progress

**December**

Moderate Progress

**April**

**July**

**August**

### Action Step 9

Student Intervention Team (SIT) meetings will be conducted to monitor progress and adjust intervention plans for all students receiving tiered reading interventions.

**Measures:** SIT Meeting Calendar; Attendance Records; eRtI Documentation

**Staff Responsible for Monitoring:** RLA Teachers, Reading Interventionist, Rtl Coordinator; Campus Administrators

## Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

## Action Step 10

Students eligible for accelerated instruction in reading, according to Texas House Bill 1416, will complete their required hours of instruction during the 2025-2026 school year.

**Measures:** House Bill 1416 Attendance/Hours Documentation

**Staff Responsible for Monitoring:** Intervention Support Teachers, Administrators

**Funding Sources:** Extra Duty Pay for After Hours Tutoring 282 - ESSER III, \$10,000

## Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

## Performance Objective 2

By June 2026, 60% of students will demonstrate school-wide academic success in Math by performing at Meets or Masters on the spring Math STAAR Test.

## Action Step 1

Students will take a BOY MAP Growth Math assessment to establish an initial RIT score for the 2025-2026 school year. Students will be identified for tiered for math support.

**Measures:** MAP Growth Math - RIT Scores

**Staff Responsible for Monitoring:** Math Teachers, Interventionist, Administrators

## Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

## Action Step 2

Math teachers will receive targeted support from the Math Coach and Coordinator to help equip them to plan and execute the math curriculum and utilize resources.

**Measures:** Student achievement as evidenced on district benchmarks, MAP Tests, and ultimately the STAAR Test.

**Staff Responsible for Monitoring:** KISD Math Learning Coach and Coordinator and School Administration.

### Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 3

Interventionists will establish and facilitate a "BOY MAP Data Dig" professional development session covering the following topics: Understanding of the ASG and Student Profile Reports; Understanding of the Class and Learning Continuum Reports; Understanding of the Class Breakdown Report

**Measures:** BOY MAP Data Dig Calendar Dates; Attendance Records

**Staff Responsible for Monitoring:** Interventionist

### Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 4

Teachers will utilize intervention tools such as DreamBox Learning strategically to improve academic outcomes in math.

**Measures:** Go Time Schedule; Student Usage Reports

**Staff Responsible for Monitoring:** Math Teachers, Math Interventionist, Math Learning Coach, RtI Coordinator, Administrators

### Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 5

Teachers will utilize engagement strategies and math resources embedded in the math curriculum to promote learning and identify teacher needs to be addressed in ongoing team meetings, professional development sessions, and coaching sessions.

**Measures:** Classroom Walkthroughs; Attendance Records

**Staff Responsible for Monitoring:** Lead Math Teachers, Math Learning Coach, Campus Administrators

### Progress Reviews

Moderate Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 6

Students will take a MOY MAP Growth Math assessment to establish a mid-year RIT score, and to determine the need to adjust math intervention supports.

**Measures:** MAP Growth Math - RIT Scores

**Staff Responsible for Monitoring:** Math Teachers, Math Interventionist, Administrators

### Progress Reviews

Moderate Progress

**December**

Considerable Progress

**April**

**July**

**August**

### Action Step 7

Student Intervention Team (SIT) meetings will be conducted to monitor progress and adjust intervention plans for all students receiving tiered math interventions.

**Measures:** SIT Meeting Calendar; Attendance Records; eRtI Documentation

**Staff Responsible for Monitoring:** Math Teachers, Math Interventionist, RtI Coordinator; Campus Administrators

### Progress Reviews

Moderate Progress

**December**

Moderate Progress

**April**

**July**

**August**

### Action Step 8

Students eligible for accelerated instruction in math, according to Texas House Bill 1416, will complete their required hours of instruction during the school year.

**Measures:** House Bill 1416 Hours/Attendance Documentation

**Staff Responsible for Monitoring:** HB 1416 Teachers/Tutors, Intervention Support Teachers, Administrators

**Funding Sources:** Extra Duty Pay for After Hours Tutoring 282 - ESSER III, \$10,000

## Progress Reviews

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

# Goal 2 Excellence in Student, Parent, and Community Relationships

## Performance Objective 1

By May 2026, 70% of students will report positively to key questions about how they feel supported and kept safe at Parkwood Hill Intermediate as measured by spring student Climate Survey results.

### Action Step 1

Ensure all students are welcomed, sorted into a house, and provided a house t-shirt/bracelet as well as look to promote our PBIS system--Charger Bucks.

**Measures:** Student House Rosters

**Staff Responsible for Monitoring:** Transformation Team; Administrators

**Funding Sources:** House T-Shirts 461 - Campus Activity Fund, \$8,750

#### Progress Reviews

 Accomplished

**December**

 Accomplished

**April**

 Accomplished

**July**

**August**

### Action Step 2

The Essential 10 (PBIS), R3 Expectations (PBIS), and RULER Tools (EQ) will be published and presented to the community to be fully aware of the set processes.

**Measures:** Published Student Agenda, Strategic Nexus Lessons, and decreased discipline referrals.

**Staff Responsible for Monitoring:** Counselors, Principal, Teaching Staff, and Support Staff

**Funding Sources:** Student Agendas 199 - General Fund, \$5,500

#### Progress Reviews

Moderate Progress

**December**

Moderate Progress

**April**

**July**

**August**

### Action Step 3

Students will participate in a Climate Survey to establish baseline data regarding their experience and perceptions of Parkwood Hill.

**Measures:** Fall Climate Survey Results

**Staff Responsible for Monitoring:** Counselors, Principal

### Progress Reviews

 Accomplished

**December**

 Accomplished

**April**

 Accomplished

**July**

**August**

## Action Step 4

As a RULER school, ensure students learn to recognize and label their emotions using the Mood Meter, an evidence-based anchor tool.

**Measures:** Nexus Calendar Sessions; Guidance Lessons

**Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Principal

### Progress Reviews

Moderate Progress

**December**

Moderate Progress

**April**

**July**

**August**

## Action Step 5

As a RULER school, ensure students learn the Blueprint, an evidence-based anchor tool for resolving conflict.

**Measures:** Nexus Calendar Sessions; Guidance Lessons

**Staff Responsible for Monitoring:** Counselors, Principal

### Progress Reviews

Moderate Progress

**December**

Moderate Progress

**April**

**July**

**August**

## Action Step 6

Promote school-wide "Block Party" assemblies and events to celebrate student character/ achievements, build community, and establish positive student-student, student-teacher, and home-school relationships across classes/teams.

**Measures:** House "Block Party" Schedule

**Staff Responsible for Monitoring:** Transformation Team, Counselors, Administrators

## Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

## Action Step 7

Establish a variety of appealing, after-school student activities to promote a sense of community and additional excitement around being a student at Parkwood Hill Intermediate.

**Measures:** List of Available Student Clubs and Attendance Logs

**Staff Responsible for Monitoring:** Administrators and Activity Leaders

**Funding Sources:** Student Club Supplies 461 - Campus Activity Fund, \$1,000

## Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

## Action Step 8

Maintain Unified Champion School status by creating a climate of acceptance and inclusion via the comprehensive model developed by Special Olympics.

**Measures:** Unified Champion School Status

**Staff Responsible for Monitoring:** Adaptive PE Teacher; Physical Education Teachers; Principal

## Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

## Performance Objective 2

By May 2026 70% of families will report positively to key questions about how they feel supported and how their students are kept safe and supported at Parkwood Hill Intermediate as measured by Family Climate Survey results.

## Action Step 1

Weekly newsletter to the Parkwood Hill Intermediate Community to provide insights as to what is happening at school.

**Measures:** Traffic numbers on the Smore Newsletter

**Staff Responsible for Monitoring:** Leadership Team

### Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

## Action Step 2

Offer families an opportunity to participate in a Family Climate Survey to capture their experience as members of the Parkwood Hill Intermediate School community as family members.

**Measures:** Results from a Climate Survey

**Staff Responsible for Monitoring:** Leadership Team

### Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

## Performance Objective 3

By May 2026, 70% of staff will report positively to key questions about how they feel supported and kept safe at Parkwood Hill Intermediate as measured by Climate Survey results.

## Action Step 1

Weekly newsletter to the Parkwood Hill Intermediate Staff to provide insights as to the celebrations and tasks we embrace as a school.

**Measures:** Smore traffic

**Staff Responsible for Monitoring:** Leadership Team

### Progress Reviews

Considerable Progress

December

Considerable Progress

April



Accomplished

July

August

## Action Step 2

Offer staff an opportunity to participate in a Staff Climate Survey to capture their experience as members of the Parkwood Hill Intermediate School community as staff and faculty members.

**Measures:** Participation in the survey and it's results.

**Staff Responsible for Monitoring:** Leadership Team

**Progress Reviews**

Considerable Progress

**December**

Considerable Progress

**April**

**July**

**August**

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

By May 2026, Parkwood Hill Intermediate will increase teacher and staff retention by 10% compared to the 2024-2025 school year, as measured by end-of-year staffing data, through intentional support and ongoing recognitions.

### Action Step 1

Strengthen Onboarding & Mentorship: Pair all new staff with a trained mentor and provide structured check-ins each grading period.

#### Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

### Action Step 2

Prioritize Recognition & Morale: Continue weekly recognition initiatives (e.g., "Charger Celebrations") to celebrate staff contributions and foster a positive school culture.

#### Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

### Action Step 3

Enhance Professional Growth & Voice: Provide at least two opportunities per semester for staff to engage in collaborative professional learning and give input on campus decisions through surveys or focus groups.

#### Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August



# State Compensatory Education

# State Compensatory

## Budget for Parkwood Hill Intermediate School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

## Personnel for Parkwood Hill Intermediate School

Name	Position	FTE
Kimberly Allen	Intervention Support Teacher (Reading)	1
Nicole Armendarez	ESL Teacher	1
Stacey Baldwin	Intervention Support Teacher (Math)	1