

Keller Independent School District



Park Glen Elementary School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Mission Statement

Building Relationships and Empowering Leaders

Vision

Park Glen Elementary 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.

Value Statement

We believe every child has the potential to achieve, lead, and make a difference. We foster that potential through Respect for ourselves and others, a commitment to Excellence, a positive Attitude, meaningful Cooperation, and unwavering Honesty. Together, these values create a culture where relationships thrive, leaders emerge, and students are empowered to dream boldly, grow continuously, and contribute purposefully to their community.

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Comprehensive Needs Assessment

Demographics

Summary

Park Glen Elementary serves **445 students**. Of the total enrollment, **29.4% are economically disadvantaged, 21.3% receive special education services, and 8.1% are identified as Emergent Bilingual/English Learners**. The student population is racially and ethnically diverse, with **47.0% White, 28.1% Hispanic, 10.6% identifying as Two or More Races, 8.3% Asian, 5.8% African American, and 0.2% Pacific Islander** students. The campus attendance rate is **95.2%**, with **7.01% chronic absenteeism**. Park Glen has **63 full-time staff members, including 32 full-time teachers**, with an average student-to-teacher ratio of **18:1**.

Total Student Enrollment	445
Economically Disadvantaged	29.4%
Special Education	21.3%
Emergent Bilingual/English Learners	8.1%
Enrollment by Race/Ethnicity	
African American	5.8%
Hispanic	28.1%
White	47.0%
American Indian	0.0%
Asian	8.3%
Pacific Islander	0.2%
Two or More Races	10.6%
Attendance	
Attendance Rate	95.2%
Chronic Absenteeism	7.01%
Staff Information	
Number of Students Per Teacher	18
Full Time Staff	63
Full Time Teachers	32

Strengths

Park Glen’s strengths include a diverse student population, experienced teachers, strong overall attendance, and a variety of clubs and enrichment opportunities for students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Although overall attendance is strong at 95.2%, about 1 in 14 students experiences chronic absenteeism. We need to identify attendance concerns earlier and work with families before absences become a larger problem.	We review attendance and contact families, but we need more consistent early follow-up and recognition of improvement before absences become chronic.

★ = Priority

Student Learning

Summary

Park Glen maintained strong overall achievement in 2026, earning an overall accountability rating of 90/A and a Student Achievement rating of 91/A. Academic Growth remains the primary opportunity for improvement. The STAAR Academic Growth raw score was 70, with a scaled score of 79/C. Of 193 eligible RLA and mathematics assessments, 51, or 26.4%, earned zero annual growth points.

Spring 2026 STAAR achievement results were:

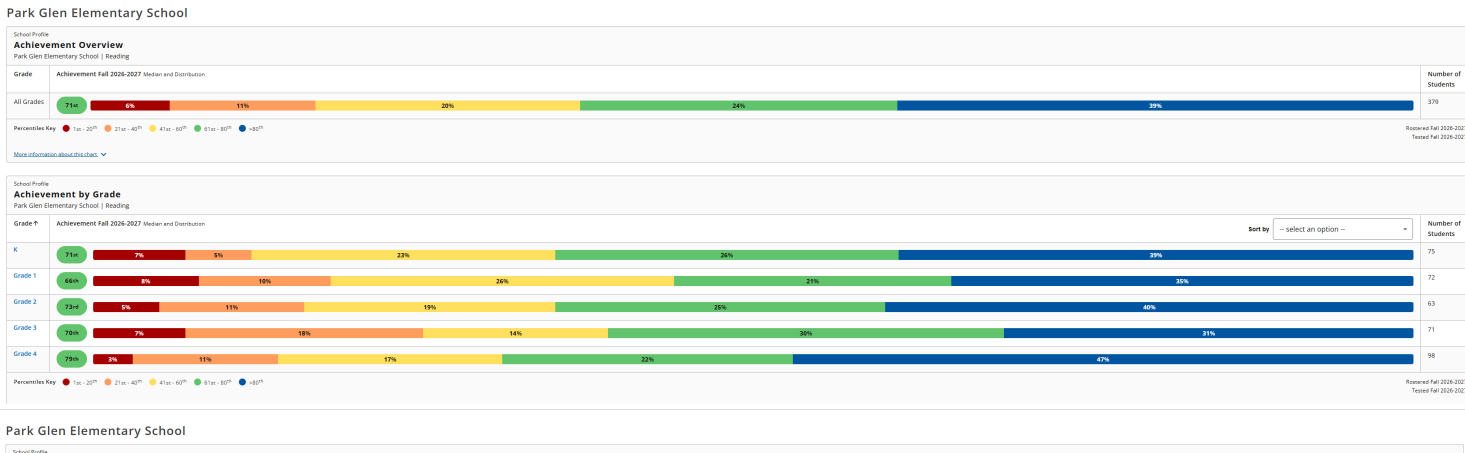
Grade/Content	Approaches	Meets	Masters
Grade 3 RLA	89%	71%	40%
Grade 3 Math	83%	62%	33%
Grade 4 RLA	88%	67%	35%
Grade 4 Math	76%	59%	26%
Grade 5 Math – Hybrid	100%	88%	52%

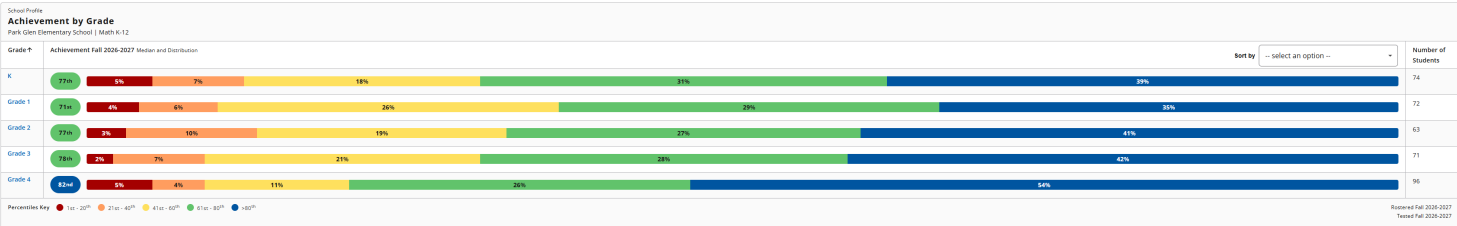
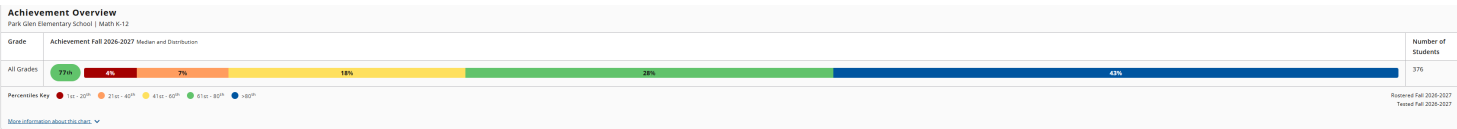
Grade 5 Math represents students participating in the Grade 4 Hybrid Math pathway

Closing the Gaps was Park Glen’s lowest accountability domain. Overall Domain 3 performance remained strong, but subgroup results showed greater variability. In Academic Growth, all students exceeded the TEA 2027 target in both RLA (66% actual vs. 64% target) and mathematics (74% actual vs. 69% target). However, several student groups did not meet the RLA growth target, including African American, White, Two or More Races, High Focus, and Continuously Enrolled students. Mathematics growth was stronger across most groups.

In Academic Achievement, overall Meets performance exceeded Domain 3 targets in both RLA (69% actual vs. 46% target) and mathematics (67% actual vs. 49% target). Most reported student groups also met their achievement targets, although subgroup performance remained uneven in some areas.

MAP reports comparing fall 2025 with spring 2026 show a median growth percentile of 56th in both Reading and Mathematics. The Reading achievement median was at the 70th percentile in both fall and spring. The Mathematics achievement median was at the 74th percentile in fall and the 71st in spring. The new fall 2026–27 achievement reports show a median at the 71st percentile in Reading and the 77th in Mathematics. We will review growth for the current school year after the Winter MAP testing window.





Strengths

- Overall accountability rating of A
- Student Achievement rating of A
- Strong STAAR Meets performance across most tested areas
- Grade 5 Hybrid Math performance at 88% Meets
- MAP achievement and growth for 25-26 above national norms
- MAP achievement for Fall 2026 above national norms
- Overall Domain 3 achievement and growth targets met in most areas

Tier 1 Implications to Classroom Instruction: Classroom instruction should focus on regularly checking student progress, adjusting instruction when students need additional support or challenge, and following up to determine whether those changes improve learning. Reading/Language Arts will receive particular attention through regular review of student work, regrouping, feedback, reteaching, and extension.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Although overall achievement is strong, academic growth remains an area for improvement. The 2026 STAAR Academic Growth raw score was 70, with a scaled score of 79 (C). Of 193 eligible assessments, 51, or 26.4%, earned zero annual growth points.	Park Glen has systems for reviewing student data and planning instruction, but teams need a more consistent process for setting growth expectations, checking progress, adjusting instruction, and following up to determine whether those changes are working.
2	Reading/Language Arts growth trailed mathematics in 2026. RLA earned 64 annual growth points across 98 eligible assessments, compared with 68.5 points across 95 mathematics assessments. Among assessments eligible for Accelerated Learning credit, 1 of 11 RLA assessments and 6 of 19 mathematics assessments earned it.	Grade-level teams have a scheduled process for reviewing key mathematics units, but the same consistent process is not yet in place for RLA. Teams need regular opportunities to review student work, check understanding, regroup students, and determine whether instructional changes are improving learning.
3	Students at different achievement levels did not consistently earn STAAR growth credit, including some students who had previously performed at Meets or Masters.	Classroom observations, coaching, teacher team meetings, professional learning, and student results are not yet consistently reviewed together to determine which instructional changes are having the greatest impact on student growth.

★ = Priority

School Processes & Programs

Summary

Park Glen reviewed walkthrough data, PLC/data meeting processes, coaching and feedback, curriculum alignment and pacing, and behavior systems to determine strengths and areas for improvement in Tier 1 instruction.

Data from 44 short classroom observations showed strong overall instructional practice. No reported indicator included a Needs Improvement rating. Classroom Environment, Managing Student Behavior, Classroom Culture, and Content Knowledge and Expertise were particular strengths. Monitor and Adjust represented the clearest opportunity for continued improvement, with 4.55% of observations rated Developing and 31.82% Proficient.

Grade-level teams met following each priority assessment to review student performance and plan instructional changes. The district math coach also worked with teachers to strengthen implementation of district-adopted curriculum, alignment, and pacing. Classroom feedback and coaching followed the district's Get Better Faster coaching model.

Behavior systems are a campus strength. Park Glen has strong PBIS implementation, high expectations for student behavior, and consistent structures and routines across classrooms. Walkthrough evidence supports this strength, with Managing Student Behavior rated Proficient or higher in 100% of observations.

Tier 1 Implications

Tier 1 improvement should focus on:

- Check student understanding during instruction and adjust when needed
- Follow up on decisions made during teacher data meetings
- Connect classroom observations with coaching and support
- Maintain alignment with grade-level standards and appropriate pacing
- Review student results to determine whether instructional changes are working

Strengths

System Strengths

- Park Glen has strong school-wide behavior supports (PBIS), high expectations for behavior, and consistent classroom routines.
- Strong classroom environment, behavior management, and classroom culture
- Strong content knowledge and overall instructional practice
- Regular post-assessment data meetings with teams
- District math coaching supporting curriculum alignment and pacing
- Established walkthrough and feedback systems

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Park Glen has strong systems for data review, coaching, curriculum, and behavior support, but follow-through is not always consistent across teams. Decisions are made, but the next steps and results are not always revisited consistently.	Teacher data meetings, classroom observations, coaching, and curriculum support are in place, but they are not yet consistently connected through one process for action, follow-up, and review of results.

★ = Priority

Perceptions

Summary

Staff, family, and student perception data indicate an overall positive campus culture with strong relationships, academic support, and behavioral expectations.

Staff feedback identified improved morale, collaboration, administrative support, trust, communication, and teamwork as strengths. Areas for continued growth included vertical alignment, use of data, parent communication, protection of instructional time, and consistency across grade levels.

Family feedback was largely positive. In the Family Engagement Survey, 85% of respondents reported feeling part of the Park Glen community. In the Academic Support Survey, 93% reported that Park Glen successfully supports their child's academic needs, while 75% consistently felt informed about their child's academic progress.

Student voice was gathered through Cheetah Change Makers. Students most frequently requested more recess, more clubs, a student game room, and nap time. Overall, students expressed interest in more opportunities for recreation, choice, clubs, and social interaction.

What the Feedback Tells Us

Family and staff feedback is generally consistent with Park Glen's strong achievement and positive school culture. One area that stands out is academic growth: families and staff generally perceive strong academic support, while performance data indicate that not all students are making expected annual growth. Family feedback also indicates an opportunity to strengthen consistent communication about individual student progress.

Strengths

- Positive staff morale, collaboration, trust, and teamwork
- Strong family confidence in academic support
- Strong sense of belonging among families
- Positive school climate supported by PBIS, high expectations, and consistent behavior structures
- Strong student interest in school engagement, clubs, recreation, and social opportunities
- Positive classroom environment and culture reflected in walkthrough data

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Families report strong academic support overall, but not all families feel consistently informed about their child's individual academic progress.	Park Glen communicates regularly with families, but communication about individual student progress is not yet equally consistent across all classrooms.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Although overall achievement is strong, academic growth remains an area for improvement. The 2026 STAAR Academic Growth raw score was 70, with a scaled score of 79 (C). Of 193 eligible assessments, 51, or 26.4%, earned zero annual growth points.

Park Glen has systems for reviewing student data and planning instruction, but teams need a more consistent process for setting growth expectations, checking progress, adjusting instruction, and following up to determine whether those changes are working.

2
★

Although overall attendance is strong at 95.2%, about 1 in 14 students experiences chronic absenteeism. We need to identify attendance concerns earlier and work with families before absences become a larger problem.

We review attendance and contact families, but we need more consistent early follow-up and recognition of improvement before absences become chronic.

3
★

Park Glen has strong systems for data review, coaching, curriculum, and behavior support, but follow-through is not always consistent across teams. Decisions are made, but the next steps and results are not always revisited consistently.

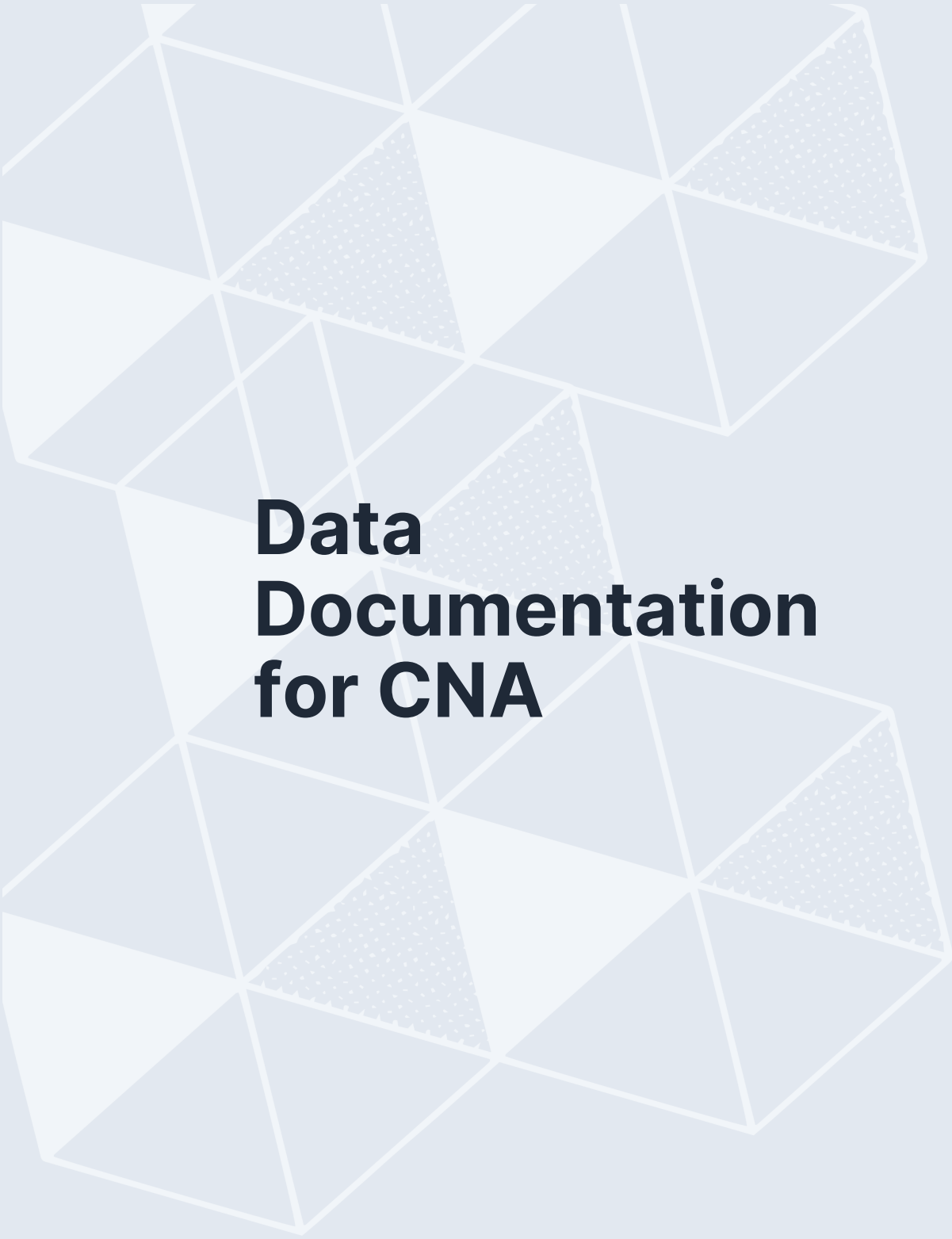
Teacher data meetings, classroom observations, coaching, and curriculum support are in place, but they are not yet consistently connected through one process for action, follow-up, and review of results.

4
★

Families report strong academic support overall, but not all families feel consistently informed about their child's individual academic progress.

Park Glen communicates regularly with families, but communication about individual student progress is not yet equally consistent across all classrooms.

★ = 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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ 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 Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations

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
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

- ☒ Intervention 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
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By June 2027, Park Glen students will meet or exceed the following percentage scoring Meets Grade Level or above on the 2027 STAAR: Grade 3 RLA: at least 71%; Grade 3 Mathematics: at least 62%; Grade 4 RLA: at least 67%; Grade 4 Mathematics: at least 60%; and Grade 5 Hybrid Mathematics: at least 88%.

Action Step 1

Using Data to Support Student Growth

Use STAAR, MAP, campus assessments, classroom assessments, and student work to identify standards needing additional attention and students needing reteaching, acceleration, or extension.

Measures: Assessment data, student growth trackers, documented instructional responses, and evidence of student movement across performance levels.

Staff Responsible for Monitoring: Administrators, IST, SPED, and Gen. Ed Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 2

Teacher/Team Data Review

Following priority assessments, grade-level teams will review student results, identify areas of misunderstanding, and plan reteaching, additional support, acceleration, or extension. Teams will follow up to determine whether those actions improved student learning.

Measures: PLC agendas, data-review documents, student work, follow-up results

Staff Responsible for Monitoring: Administration, IST, grade-level teams

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 3

Curriculum Alignment and Pacing

Use district-adopted instructional resources and district coaching to keep instruction aligned with grade-level standards and moving at an appropriate pace.

Measures: Planning artifacts, pacing evidence, walkthrough data, assessment results

Staff Responsible for Monitoring: Teachers, IST, administration, district instructional support

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 4

Monitor and Adjust

Teachers will regularly check for student understanding during instruction and adjust when students need additional support or challenge.

Measures: Walkthrough trends, formative assessment evidence, student work, MAP and benchmark growth data, summative assessments

Staff Responsible for Monitoring: Teachers, administration, IST

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 5

Intervention and Extension
Provide flexible intervention and extension based on current student needs, including continued opportunities for growth for students already performing at Meets or Masters.

Measures: Progress-monitoring data, flexible groups, student movement across performance levels

Staff Responsible for Monitoring: Administration, Teachers, interventionists, SPED, IST

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Although overall achievement is strong, academic growth remains an area for improvement. The 2026 STAAR Academic Growth raw score was 70, with a scaled score of 79 (C). Of 193 eligible assessments, 51, or 26.4%, earned zero annual growth points.

Park Glen has systems for reviewing student data and planning instruction, but teams need a more consistent process for setting growth expectations, checking progress, adjusting instruction, and following up to determine whether those changes are working.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Park Glen has strong systems for data review, coaching, curriculum, and behavior support, but follow-through is not always consistent across teams. Decisions are made, but the next steps and results are not always revisited consistently.

Teacher data meetings, classroom observations, coaching, and curriculum support are in place, but they are not yet consistently connected through one process for action, follow-up, and review of results.

Performance Objective 2 **High Priority**

Academic Growth

By June 2027, Park Glen will increase its STAAR Academic Growth raw score from 70 to at least 75, with a stretch goal of 80; reduce assessments earning zero growth points from 26.4% to 20% or less; increase assessments earning at least one-half growth point from 73.6% to at least 80%; and increase Accelerated

Action Step 1

Campus-wide Growth Monitoring
Use one campus-wide process to set student growth expectations, check progress, document instructional changes, and follow up on results.

Measures: STAAR growth, MAP growth, priority assessments, PLC evidence, walkthrough/coaching data, student growth trackers

Staff Responsible for Monitoring: Principal, AP, IST, teachers, SPED/intervention staff

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2

Focused Classroom Walkthroughs and Coaching
Conduct focused classroom observations and provide Get Better Faster coaching, with an emphasis on checking for understanding, maintaining high expectations, communicating clearly, and adjusting instruction based on student response.

Measures: STAAR growth, MAP growth, priority assessments, PLC evidence, walkthrough/coaching data, student growth trackers

Staff Responsible for Monitoring: Principal, AP, IST, teachers, SPED/intervention staff

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 3

RLA Instructional Response
Strengthen Reading/Language Arts teacher team meetings by regularly reviewing student work, checking student understanding, providing feedback, regrouping students, reteaching when

needed, and providing extension opportunities.

Measures: STAAR growth, MAP growth, priority assessments, PLC evidence, walkthrough/coaching data, student growth trackers

Staff Responsible for Monitoring: Principal, AP, IST, teachers, SPED/intervention staff

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

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Action Step 4

Progress Checks

Review student growth at least every three weeks for students being closely monitored and adjust intervention or extension based on their progress.

Measures: STAAR growth, MAP growth, priority assessments, PLC evidence, walkthrough/coaching data, student growth trackers

Staff Responsible for Monitoring: Principal, AP, IST, teachers, SPED/intervention staff

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

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Action Step 5

Campus Review and Follow-Up

During scheduled campus reviews, compare teacher team decisions, classroom observations, coaching information, assessment results, and student growth to determine what is working and what needs to change.

Measures: STAAR growth, MAP growth, priority assessments, PLC evidence, walkthrough/coaching data, student growth trackers

Staff Responsible for Monitoring: Principal, AP, IST, teachers, SPED/intervention staff

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Progress Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Although overall achievement is strong, academic growth remains an area for improvement. The 2026 STAAR Academic Growth raw score was 70, with a scaled score of 79 (C). Of 193 eligible assessments, 51, or 26.4%, earned zero annual growth points.	Park Glen has systems for reviewing student data and planning instruction, but teams need a more consistent process for setting growth expectations, checking progress, adjusting instruction, and following up to determine whether those changes are working.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Park Glen has strong systems for data review, coaching, curriculum, and behavior support, but follow-through is not always consistent across teams. Decisions are made, but the next steps and results are not always revisited consistently.	Teacher data meetings, classroom observations, coaching, and curriculum support are in place, but they are not yet consistently connected through one process for action, follow-up, and review of results.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By June 2027, Park Glen will strengthen family and community partnerships by increasing the percentage of families who feel consistently informed about their child's academic progress from 75% to at least 85%; maintaining family belonging at 85% or higher; offering at least four Parent University sessions; maintaining strong student attendance; and reducing chronic absenteeism from 7.01% to 6.0% or less.

Action Step 1

Individual Student Progress & Two-Way Communication

Teachers will communicate regularly with families about each student's strengths, progress, areas for growth, and ways families can support learning at home. Increase two-way communication by including a parent feedback link in the weekly newsletter so families can share questions, concerns, suggestions, and positive feedback directly with campus leadership.

Measures: Teacher-to-family communication evidence, newsletter/ParentSquare engagement, parent feedback submissions, response/follow-up documentation, and family survey results related to communication and feeling informed.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

December

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Action Step 2

Parent University / Family Learning

Offer a Parent University series to help families understand campus expectations, academic measures, and ways to support student success at home and at school. Sessions will provide parents with practical tools to partner with the school in supporting student success.
Planned sessions:

October -- Curriculum & Academic Success at Home

December 5-- Understanding MAP Testing

March -- Understanding STAAR Testing

May -- Social and Emotional Success

Measures: Parent University attendance and participation
Family feedback following sessions
ParentSquare engagement and communication data
Family survey results related to understanding student progress and feeling informed
Resources/materials provided to families

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, IST, Teachers, and other campus/district staff as appropriate.

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 3

Student and Family Voice
Use Cheetah Change Makers and family feedback opportunities to gather input that can help shape campus decisions, clubs, activities, and student experiences.

Measures: At least one student and one family feedback opportunity each semester; key themes reviewed and any resulting changes documented.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

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Action Step 4

PTA and Family Partnerships
Strengthen PTA and family partnerships that support campus events, staff recognition, volunteer opportunities, and student enrichment.

Measures: Partnership participation, volunteer involvement, and documented supports/resources provided.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

DecemberFebruaryJune

Action Step 5

Business and Community Partnerships
Strengthen partnerships with local businesses and community organizations that can provide volunteers, resources, services, and other support for students and staff.

Measures: Number of active community partnerships; volunteer participation; resources and services provided to the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTA, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

DecemberFebruaryJune

Action Step 6

Attendance
Use a school-wide attendance process to identify concerns early, communicate with families, recognize improvement, and provide additional support when needed.

Measures: Monthly attendance review, documented family outreach/support, maintain overall attendance at or above 95.2% and chronic absenteeism of 6.0% or lower

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

DecemberFebruaryJune

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Although overall attendance is strong at 95.2%, about 1 in 14 students experiences chronic absenteeism. We need to identify attendance concerns earlier and work with families before absences become a larger problem.

We review attendance and contact families, but we need more consistent early follow-up and recognition of improvement before absences become chronic.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Families report strong academic support overall, but not all families feel consistently informed about their child's individual academic progress.

Park Glen communicates regularly with families, but communication about individual student progress is not yet equally consistent across all classrooms.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, Park Glen will regularly review how campus systems are working, follow through on identified action steps, and use staff feedback, retention data, classroom observations, coaching, and student results to make needed improvements.

Action Step 1

Staff Communication

Maintain a consistent campus communication system that provides staff with timely, clear information and reduces duplication or confusion.

Measures: Staff feedback, recurring communication concerns

Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Progress Reviews

December

February

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Action Step 2

Team Meetings and Follow-Through

Establish consistent expectations for teacher team meetings, data meetings, leadership teams, and committees, including clear agendas, action steps, responsibilities, and follow-up.

Measures: Meeting artifacts and completion of action items

Staff Responsible for Monitoring: Principal, Instructional Coach, Team Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 3

Coaching and Professional Learning

Use classroom observation trends, Get Better Faster feedback, district coaching, and student results to identify professional learning and coaching needs.

Measures: Coaching records, walkthrough trends, evidence of changes in practice

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 4

Employee Retention and Recognition

Provide staff recognition, feedback, leadership opportunities, professional learning, and support designed to strengthen employee satisfaction and retention.

Measures: Retention data, staff feedback, participation in leadership/professional learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 5

Campus Systems Review

Review campus systems and staff feedback throughout the year to identify what is working, what needs to change, and what actions will improve communication, teamwork, staff support,

and student results.

Measures: Staff feedback, leadership team notes, identified areas for improvement, and documented changes made during the year

Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Progress Reviews

December

February

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026