

# Pflugerville Independent School District

## Parmer Lane Elementary School

### 2018-2019 Parmer Lane Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** October 18, 2018

**Public Presentation Date:** September 20, 2018

# Mission Statement

The mission of Parmer Lane Elementary is to combine the talents and efforts of all students, the diverse community, and a highly qualified staff to provide an exceptional and continually improving education. By raising academic standards, assessing students' progress and needs, and analyzing results in order to determine needed strategies, we teach students how to become leaders and life-long learners while attending a school with a safe and caring environment.

## Vision

Our students are...

- Becoming future citizens who will make positive contributions to their community.
- Enthusiastic learners who practice continual self development.
- Learning through character education lessons to be sensitive to others' needs.
- Problem solvers in academic and social situations.
- Utilizing technology to learn about and function productively in the world around them.
- Setting challenging personal goals in order to gain at least one year's worth of academic value during a school year.
- Evolving into effective communicators who can work well independently and as members of a team.

## Core Beliefs

Values & Beliefs

PLE students have the potential to make a year's worth of academic growth with the appropriate instruction, intervention, or individualization for accessing curricula.

PLE students receive objective guidance as well as equitable and proportional amounts of positive and punitive consequences regarding attendance, behavior, and grades.

PLE teachers and staff strive to continually improve their pedagogy, leadership, and collegiality through professional learning, self-reflection, and collaboration.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### District Mission Statement:

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

### District Vision:

Pflugerville ISD... Passionately Serving the Best Interests of Students

### District Beliefs:

- All individuals have worth
- Relationships are foundational to success
- In educating the whole child both academically and emotionally/socially
- In developing civic-minded students
- In providing diverse educational opportunities for all students
- Diversity is our strength
- In providing a safe and nurturing environment for all students and staff
- High expectations from and partnerships with our community promote student success.
- A strong work ethic and a focus on innovation are vital for staff and students to reach excellence

**Parmer Lane ES Mission Statement:** The mission of Parmer Lane Elementary is to combine the talents and efforts of all students, the diverse community, and a highly qualified staff to provide an exceptional and continually improving education. By aiming to obtain and maintain US federal academic standards, assessing students' progress and needs, and analyzing results in order to determine needed strategies, we teach students how to become leaders and life-long learners while they attend our school with a safe and caring environment.

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self-development.
- Sensitive to others' needs and feel safe, both physically and emotionally.

- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

## Demographics

### Demographics Summary

#### Student Ethnicity (campus)

- Asian - 8.2%
- African American - 12.2%
- Hispanic - 68.1%
- White - 11.5%

#### Staff Ethnicity (campus)

- Asian - 0.0%
- African American - 1.5%
- Hispanic - 44.7%
- White - 53.8%

#### Other demographics (campus)

- Eco-Dis - 65.5%
- ELL - 56.7%
- Sped - 10.5%
- Mobility - 17.7%
- At-Risk - 59%

### Demographics Strengths

- Met all 4 STAAR domain target scores in 2018 testing year
- Earned 6 distinctions related to STAAR 2018 testing year
- Relatively small class-sizes across all grade levels (14.9 students per classroom)
- High academic performance across most ethnicities in all subjects compared to similar campuses
- High academic performance among dual language and Special Education students compared to other campuses within PISD
- The percent of students meeting the Masters standard for STAAR:
  - Reading - 28.6% of Eco Dis students; 35.3% of Hispanic students
  - Math - 19.5% of Eco Dis students; 24.3% of Hispanic students

- Combining all reading and math results, the Academic Growth (Domain 2) scores (0-100 scale) for each student group below were:
  - African-American - 79
  - Hispanic - 81
  - Eco-Dis - 81
  - ELL - 82

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our student mobility rate is 18% annually, and 59% of our students are At-risk and 74% of our students are Low-SES. **Root Cause:** Low income families lack the resources (financial, educational) to maintain a stable, sedentary home which research shows coincides with below-level learning.

**Problem Statement 2:** Our average daily attendance rate for the year is below 97.5% (96.4%) **Root Cause:** Many families work late shifts, only have one adult in the household, or lack assistance with child care.



# Student Academic Achievement

## Student Academic Achievement Summary

Parmer Lane ES met the designated standard for STAAR 2018 testing year. Students passed 86% of all tests taken among all subjects in all grade levels during STAAR administrations. Only 1.2% of currently enrolled students were recommended for retention. We earned all 6 possible distinction designations in 2018. We were the only PfISD ES campus to earn all 6 distinctions in 2016, all 5 distinctions in 2015, and all 6 distinctions in 2014. Parmer Lane ES has a total of 26 distinctions since 2014; no other PfISD ES campus has more than 15 distinctions over the same period.

### PLES (Campus Snapshot, STAAR & STAAR-L, English & Spanish Versions, 1st and 2nd Administration)

	Gr. 3			Gr. 4			Gr. 5		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Mathematics</b>									
Approaches (2016-18)	69	60	72	83	88	87	87	87	94
Masters (2016-18)	6	15	30	31	31	31	24	19	32
	Gr. 3			Gr. 4			Gr. 5		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Reading/ELA</b>									
Approaches (2016-18)	83	72	80	79	88	85	93	88	92
Masters (2016-18)	28	30	34	14	29	30	33	26	43
	Gr. 5								
	2016	2017	2018						
<b>Science</b>									
Approaches (2016-18)	87	65	86						
Masters (2016-18)	16	7	29						
	Gr. 4								
	2016	2017	2018						
<b>Writing</b>									
Approaches (2016-18)	75	82	85						
Masters (2016-18)	16	13	23						

### PLES for 2018 - Safeguards

Sub Population	Reading/ELA		Math		Science		Writing	
	Tested	Appr. %	Tested	Appr. %	Tested	Appr. %	Tested	Appr. %

All	198	165	83	192	161	84	63	54	86	60	51	85
Asian	18	13	72	18	14	78	6	4	67	5	5	100
African American	21	15	71	21	17	81	7	4	57	9	7	79
Hispanic	136	119	88	132	110	83	44	40	91	42	37	88
White	19	16	84	18	17	94	5	5	100	3	1	33
Two or More Races	2	2	100	2	2	100	1	1	100	1	1	100
Economically Disadvantaged	133	107	80	127	110	87	38	31	82	48	40	83
Special Education	15	7	47	12	6	50	8	1	13	1	0	0
ELL	115	91	79	109	85	78	37	31	73	35	31	89

### Student Academic Achievement Strengths

	Mathematics			Reading/ELA			Writing			Science			Summarized Results		
	Total	Sts	Apprch	Master	Total	Sts	Apprch	Master	Total	Sts	Apprch	Master	Total	Sts	Met Master
District	5761	80.98%	26.97%	5979	77.00%	25.54%	1852	66.25%	14.63%	1954	75.64%	16.99%	15,546	77.02%	23.70%
Parmer Lane Elementary	192	83.85%	28.65%	198	83.33%	34.34%	60	85.00%	23.33%	63	85.71%	28.57%	513	84.02%	28.57%

All campus results (highlighted in yellow) in Student Achievement Summary table above exceeded district results:

- 84% of 4th grade reading students met standard (6th highest of district ES schools)
- 85% of 4th grade writing students met standard (2nd highest of district ES schools)
- 90% of 4th grade math students met standard (4th highest of district ES schools)
- 86% of 5th grade reading students met standard (7th highest of district ES schools)
- 94% of 5th grade math students met standard (4th highest of district ES schools)
- 5th grade bilingual (96% of reading students met standard; 100% of math students met standard)

Ranking among PFISD ES campuses for each index of STAAR accountability

- Domain 1 - 90 is 5th best
- Domain 2a - 88 is THE best
- Domain 2b - 88 is THE best by 5 points
- Domain 3 - 100 is a perfect score
- Overall - 93 is 2nd best

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 3rd Grade reading STAAR results were at 80%, 10th out of 19 PfISD campuses. Two student groups, Special Ed. and African-

American students, performed below 60%. All other student groups were above 75%.

**Problem Statement 2:** 3rd Grade math STAAR results were at 72%, 13th in the district. Three student groups, LEP , Hispanic, and Eco-Dis, performed at 65%. Only 1 of 6 Sped students made Approaches level.

## School Processes & Programs

### School Processes & Programs Summary

Number of years in current position	Staff Members
0-5	29
6-10	19
11-20	5
21+	5
Mean	7.1

Going into 2018-19, we hired 7 new teachers out of 44 certified positions. No returning teachers are currently on a growth plan. Professional development is provided annually during the school year by the district curriculum department. Teachers also receive campus-based PD during 8 designated work days.

Individual PD needs are based on T-TESS appraisal and student performance data. Campus-wide PD is determined by campus assessment data, discipline data, and input from staff. Formulation of campus-based PD emanates from the campus administrators and instructional coach. Acutely effective teachers are encouraged and expected to share and train other staff members to utilize effective teaching strategies and pedagogy.

Campus level curriculum is re-aligned to provide sheltered, differentiated instructional content that is accessible to all teachers and instructional coaches.

Each subject area is coordinated to provide instruction of readiness, supporting, and process standards as defined in the TEKS. Teachers provide instruction in whole and small group settings in order to differentiate delivery to meet the various academic needs of students. Teachers in 3rd-5th grades organize to teach specific subjects relative to their strengths and styles. Teachers in KG-2 grades plan lessons collaboratively with their teammates.

Assessments are both formative and summative. We follow a district-wide assessment plan to schedule benchmark assessments, progress monitoring, skills inventories, and STAAR preparation. We compile data in a website where teachers and administrators can sift and analyze relevant data to guide instruction and professional development.

Teachers do make every effort to implement the district's curriculum, but on some occasions must slow down the pace of instruction to meet the needs of students when they fail to master a concept or skills within the expected amount of time. I expect and communicate to the grade level teachers that instructional depth takes priority over breadth. Teachers use formative, summative, and benchmark assessments to monitor students' academic progress.

Teachers and students collectively set goals for reading fluency and comprehension in grades 1-5. We employ the same strategies for math fluency, problem solving for science, and expository writing.

We implement RtI with considerable precision and collaboration between classroom teachers, intervention and Sped teachers, and campus administrators. We identify students through benchmark data, formative assessments, previous year's progress, and teacher referrals. EOY data suggests that students continue to struggle in text analysis/inferencing/concluding, summarization, and identifying language that appeals to the senses (reading); spelling and editing (writing); methods of experimentation and constructing maps, graphs, tables, and charts (science).

### **School Processes & Programs Strengths**

We hired two 2nd grade teachers who have 5+ years experience, high recommendations from former principals, and experience working with Title I campus populations. One new 3rd grade bilingual ELA/SLA teacher is a reading specialist with a master's degree. All staff members are highly qualified, and all grade-level teachers are ESL certified. We have several campus based committees with different leaders that provide guidance during the year.

The district HR department has made considerable growth in their ability to process the paperwork of outgoing staff quickly. This allows my job postings to appear quickly which provides an equal or advantageous opportunity to recruit and hire the best available candidates. I do not feel as if I have lost a significant number of desirable candidates to other districts due to problematic systems previously attributed to HR.

- 40 of 42 teachers at PLE have five or more years of teaching experience
- Educational Assistants provide intervention instruction at a Tier 2 level of Response to Intervention (RTI)
- All classroom teachers are ESL certified; 2 teachers are BLS trained
- Primary grade students showed significant gains through instruction of sight words (Fry Words), and with Bag of Books protocols
- Tutoring at all levels conducted 2 days/wk after school for an hour during most of the spring semester
  
- Fight-free program (prohibits harming others through physical or verbal actions)
- Guidance lessons (conducted with a dedicated schedule in an available classroom)
- Peer Mediation program for students airing concerns regarding peers
- No Place for Hate (qualified for recognition for 6 consecutive years)
- Youth leadership in the form of 5th grade Student Council Elections to start to encourage our students to think globally, not as individuals but as seeking to help the greater good of their extended world or in this case, school. Winning and losing at their first voted election is a part of the process that helps them to become leaders.
- Mentor Program provides adult mentors to students in all grade levels referred by teachers.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** At times, distributing the appropriate human resources to meet the needs of all students beyond a Tier 1 level of need is compromised. **Root Cause:** Each new year can present a small or large number of students who arrive with intense levels of atypical behavior. Once we create a schedule to accommodate the needs, additional students progressively decrease the amount of support we can effectively provide without additional staff.

# Perceptions

## Perceptions Summary

Campus Mission/Values/Vision statements:

**Campus Mission Statement:** The mission of Parmer Lane Elementary is to combine the talents and efforts of all students, the diverse community, and a highly qualified staff to provide an exceptional and continually improving education. By raising academic standards, assessing students' progress and needs, and analyzing results in order to determine needed strategies, we teach students how to become leaders and life-long learners while attending a school with a safe and caring environment.

### Campus Values:

- The community expects and supports a quality education as the key to student success.
- A strong work ethic strengthens our schools and community.
- A safe community contributes to the quality of life in Pflugerville ISD.
- All individuals have worth.
- Education is an important priority that keeps our community productive and healthy.
- Our children are afforded equitable educational opportunities to achieve their potential.

### Campus Vision to guide student to be:

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self-development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Employee mobility from Spring 2018 to Fall 2018 was just below 10%. Six teachers chose not to return for the new school year (all were voluntary departures).

Staff members completed an Employee Opinion Survey in the Spring semester. The questions measured staff satisfaction in seven areas:

- Principal Leadership
- Principal Interactions
- Job Satisfaction
- Work Environment
- Staff Development
- Student Discipline
- Campus Vision

Teachers consider 89.6% of students as often or almost always safe; 88.6% of students as often or almost always respectful; and 80.9% of students as often or almost always responsible.

## Perceptions Strengths

Highest rated questions in each category

- Principal Leadership - My principal or supervisor encourages collaboration among staff - 90% agree or strongly agree
- Principal Interactions - I like working for my principal or supervisor - 89% agree or strongly agree
- Job Satisfaction - All Job Satisfaction questions rated 87% or higher in agree or strongly agree responses
- Work Environment - I am enthusiastic about my work - 94% agree or strongly agree
- Staff Development - Teachers are held to high professional standards - 94% agree or strongly agree
- Student Discipline - I am given appropriate assistance to resolve disciplinary problems in my classroom - 97% agree or strongly agree
- Campus Vision - I am satisfied with the leadership of my principal - 85% agree or strongly agree

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Hispanic and white students were equitably represented when comparing enrollment % to office referral %. African-American students were over-represented in referrals and # of students whose behavior was rated "extremely below" average compared to their population percentage.

**Root Cause:** The potential cause is that our staff ethnicity is not representative of our enrollment. Some teachers may struggle to develop positive, lasting relationships with students of color.

**Problem Statement 2:** White and Asian students were over-represented when comparing enrollment % to GT approval % while African-American and Hispanic students were under-represented. **Root Cause:** The potential cause is that teachers are not cognizant of the discrepancy and need to actively consider GT nominations of high-performing African-American and Hispanic students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data



- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

#### **Parent/Community Data**

- Parent Involvement Rate

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

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Revised/Approved: September 11, 2015**

## **Goal 1: PfISD will recruit, support, and retain teachers and principals.**

**Performance Objective 1:** By August 2019, Parmer Lane will interview, select, and hire at least one additional highly qualified educator of color.

**Performance Objective 2:** Parmer Lane leaders and staff members will engage in or attend 12 days of professional development that focus on strategies to support instruction of ELL's and at-risk students, professional learning community protocols, and intervention.

## **Goal 2: PfISD will build a foundation of reading and math.**

**Performance Objective 1:** By June 2019, 67% of students at Parmer Lane ES (PLES) will reach the Meets level, 44% of our students will meet the Masters level on the Reading STAAR (44% in either Meets or Masters is the threshold to meet federal performance status), and our campus will earn the Distinction Designation for ELA/Reading

**Performance Objective 2:** By June 2019, 67% of students at Parmer Lane ES (PLES) will reach the Meets level, 46% of our students will meet the Masters level on the Math STAAR (46% in either Meets or Masters is the threshold to meet federal performance status), and our campus will earn the Distinction Designation for Mathematics.

**Performance Objective 3:** By June 2019, 58% of students at Parmer Lane ES (PLES) will achieve the Meets Level on the Writing STAAR and 30% of our students will meet the Masters level.

**Performance Objective 4:** By June 2019, 66% of students at Parmer Lane ES (PLES) will achieve the Meets Level on the Science STAAR, 35% of our students will meet the Masters level, and our campus will earn the Distinction Designation for Science.

**Performance Objective 5:** By June 2019, Economically Disadvantaged , LEP, and, African-American students will achieve Approaches, Meets, and Masters Levels on STAAR that are 10% closer to campus and White student rates than last year.

**Performance Objective 6:** By June 2019, 2+Race and Special Education students will achieve Approaches Level on Reading STAAR that are 10% closer to campus and White student rates than last year.

**Performance Objective 7:** By June 2019, ELL students will achieve Approaches Level on all STAAR that are equal to campus and White students rates.

**Performance Objective 8:** By June 2019, all Special Education students will achieve no less than 1 year's worth of academic growth in reading, math, and science. At least 75% of Special Education students at Parmer Lane ES (PLES) will meet the Approaches Level on the Reading, Math, and Science STAAR.

**Performance Objective 9:** By June 2019, at least 75% of English Language Learners at Parmer Lane ES will move up at least one TELPAS category in reading, writing, speaking, and listening compared to their ratings from the previous year.

**Performance Objective 10:** During the 2018-19 school year, representation of African-American and EcoDis students among recipients of Tier 2 and Tier 3 reading and math intervention will move within 5 and 8 percentage points, respectively, of their population percentages.

### **Goal 3: PflSD will connect high school to career and college.**

**Performance Objective 1:** During the 2018-19 school year, PLES teachers will increase its use of laptops (25 per grade levels 2-5) or tablets (25 per grade levels KG-1) by at least 45 minutes per week through incorporation into learning centers, project-based assessments, and student-driven research to further enhance reading and math instruction.

**Performance Objective 2:** By June 2019, our campus G/T Program will meet the requirements necessary to earn Recognized Status according to the standards set by the Texas State Plan for the Education of Gifted and Talented Students (5.3C; TEC 11.251-11.253).

### **Goal 4: PflSD will improve low performing schools.**

**Performance Objective 1:** By June 2019, discipline referrals for each ethnicity at PLES will be representative of and equitable with the population percentages of each ethnicity (i.e. if 60% of our students are Hispanic, then 60% of our referrals should be for misbehaviors by Hispanic students).

**Performance Objective 2:** During the 2018-19 school year, representation of African-American and Hispanic students among discipline referrals at PLES will move within 3 and 6 percentage points, respectively, of their population percentages.

**Performance Objective 3:** During the 2018-19 school year, staff members who received training in creating/maintaining Professional Learning Communities will conduct weekly PLC collaboration team meetings with their academic teams.

**Performance Objective 4:** During the 2018-19 school year, all KG-5 students will meet the Fitnessgram assessment benchmarks tied to their physical fitness.

**Performance Objective 5:** During the 2018-19 school year, Language Arts teachers will continue to utilize the "Bag of Books" system for increasing the reading levels of students at or beyond one year's worth of academic progress.

**Performance Objective 6:** During the 2018-19 school year, campus administrators and grade level teachers will communicate monthly with parents of students who are frequently tardy or absent to increase our campus attendance from 96.4% to 96.9% or higher during the school year.

**Performance Objective 7:** By June 2019, PLES will have at least 12 local partnerships with business or community organizations.

**Performance Objective 8:** By June 2019, PLES will increase parent participation in PTO and volunteer activities by 30% compared to Spring 2017.

# Addendums

# **Parmer Lane Elementary Title I Notification/ Campus Accountability Meeting September 20, 2018**

## **Agenda**

- Sign-in Sheet of Attendance
- Title I Campus Responsibilities
  - Explain Funding (itemized budget), programs, & activities
  - Parental Involvement Plan
    - Distribute plan, invite provision of feedback
    - Outreach for Parents of Limited English Proficiency
    - Rights of Parents to Receive Information
    - Parent Involvement Training Available
- Share Accountability Rating & Domains
  - Results
  - Calculation
- Share Distinction Designations
  - Results
  - Calculation
- Review CIP Performance Goals (4) & Objectives (25)

## Sign-in Sheet



### 1. Funding for campus needs

- Supplies (student, teacher, office)
- Field Trips (grade levels, special units)
- Professional Development (PLC/Solution Tree)
- Programs (STEMScopes, Mentoring Minds, Rosetta Stone)
- Teacher Initiatives

### 2. Parent Involvement Plan

- Review plan and goals
- Adopt plan by signature with any revisions

### 3. Campus Accountability Rating (Met Standard)

- Domains (all are 0-100 scale)
  - Domain 1 – sum of % of all Approaches, Meets, Masters  $\div 3 = 60$  (converts to 90 by Scale Conversion formula)
  - Domain 2a - # of Reading and Math tests in 4<sup>th</sup>-5<sup>th</sup> Grades where students met (1/2 point) or exceeded (1 point) progress  $\div$  # of all Reading and Math tests in 4<sup>th</sup>-5<sup>th</sup> Grades = 80 (converts to 88 by Scale Conversion formula)
  - Domain 2b – sum of % of all Approaches, Meets, Masters  $\div 3 = 60$  (converted to 88 based on % EcoDis population %)
  - Domain 3 - # of at-risk groups who reached Meets target and Academic Growth target  $\div$  # of at-risk groups measured = 100
- Distinction Designations (in top quarter of group compared us to 40 similar schools)
  - Reading, Math, Science – Masters level indicator score % 
  - Top 25% of Comparison Group for Academic Growth, Closing Performance Gaps, Postsecondary Readiness (Meets level indicator score % in all tests) 





## **Title I Parent Annual Notification Meeting**

**September 20, 2018 @ 6:00pm**

- Parmer Lane Elementary is a Title I School-wide Campus: 66% of our students are identified as eligible for free/reduced price meals.
- All students on campus may benefit from the supplemental funds that Title I program provides; the student does not have to be identified as a free/reduced-price meal participant.
- Parmer Lane ES will receive a to-be-determined amount (previous amounts have been around \$100,000) in Title funds for the 2018-19 school year. It pays for the following items:
  - Reading/Math Intervention teacher
  - Reading material for teachers, refreshments & supplies for family involvement events, general student supplies (e.g. material to support 4th grade writing)
  - 1% of budget reserved for students experiencing homelessness or displacement
  - Professional development for teachers: annual conferences (e.g. technology conference, Professional Learning Community training)
- All students are taught by highly qualified teachers, and parents have a right to know about their qualifications of their students' teachers.
- Parents can be involved in their children's learning at our campus or at home to improve the academic achievement of their students. Here are some ways to be involved with the campus:
  - Provide orientations for all parents interested in volunteering.
  - Provide activities at a variety of times.
  - Conduct an annual parent survey requesting parental input on workshops.
  - Utilize a variety of communication techniques to enhance parent participation.
  - Provide opportunities for community-based organizations and businesses to support the capacity building efforts of parental involvement.
  - Provide opportunities to evaluate and identify barriers to successful parental involvement.
  - Provide materials & training to help parents to work with their children to improve their children's achievement, such as literacy training & using technology.
  - Provide assistance to parents in understanding such topics as the Texas Essential Knowledge & Skills and state & local assessments including State of Texas Assessment of Academic Readiness (STAAR).
  - Provide description and explanation of the curriculum in use at school and the proficiency levels children are expected to meet.
  - Convene at minimum an annual meeting to inform parents of their school's participation in the Title I Program and its requirements.

# Parmer Lane ES Family Engagement Plan 2018-19

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We are committed to working together to provide the best education for your children. Please review our current Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call our school.

**Campus Mission:** The mission of Parmer Lane Elementary is to combine the talents and efforts of all students, the diverse community, and a highly qualified staff to provide an exceptional and continually improving education. By raising academic standards, assessing students' progress and needs, and analyzing results in order to determine needed strategies, we teach students how to become leaders and life-long learners while attending a school with a safe and caring environment.

## **Statement of Purpose:**

The faculty of our school is committed to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

**Goal 1:** Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.

### **Strategies**

- Provide parents with a copy of the school–parent involvement plan via the student handbook, back-to-school night, open house and weekly newsletter.
- Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
- Provide parents with a copy of the district's parental involvement plan.

**Goal 2:** Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child's education.

### **Strategies**

- Follow the district LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Coordinate with various agencies to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents' native language.

**Goal 3:** Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

### **Strategies**

- Provide each parent with a copy of the student progress report.
- Notify parents through newsletters, PTO meetings and other means that the faculty and staff are highly qualified and meet required standards.

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- Notify parents, via a letter, if their teacher or paraprofessionals in their child's classroom are not highly qualified.

**Goal 4:** Provide opportunities for parental involvement capacity building at the district and school levels.

### ***Strategies***

- Provide orientations for all parents interested in volunteering.
- Provide activities at a variety of times.
- Conduct an annual parent survey requesting parental input on workshops.
- Utilize a variety of communication techniques to enhance parent participation.
- Provide opportunities for community-based organizations and businesses to support the capacity building efforts of parental involvement.
- Provide opportunities to evaluate and identify barriers to successful parental involvement.
- Provide materials & training to help parents to work with their children to improve their children's achievement, such as literacy training & using technology.
- Provide assistance to parents in understanding such topics as the Texas Essential Knowledge & Skills and state & local assessments including State of Texas Assessment of Academic Readiness (STAAR).
- Provide description and explanation of the curriculum in use at school and the proficiency levels children are expected to meet.
- Convene at minimum an annual meeting to inform parents of their school's participation in the Title I Program and its requirements.

### **Additional Goals/strategies if necessary.**

- Provide a weekly classroom newsletter that explains student objectives and how parents can help at home.
- Provide training and/or conferences for parents on how to help with homework.
- Provide a weekly school-wide newsletter that promotes school events, goals, and initiatives.
- Provide opportunities for family field trips.
- Provide opportunities for family learning at school.
- Offer nutritious food at family events.
- Implement a Volunteer Challenge to promote volunteerism and commitment.
- Provide training for parents on positive behavior through PBIS.

