Killeen Independent School District

Pershing Park Elementary School

2024-2025

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the fall of 2021, Sugar Loaf Elementary and Pershing Park Elementary merged into the New Pershing Park, blending two longstanding community schools. The mascot underwent a redesign, and the campus is represented by the Puma. Pershing Park is one of five Spanish bilingual campuses in Killeen ISD. The campus will implement the dual language program in the prekindergarten through first grade bilingual classrooms. In order to facilitate communication with parents who speak limited English, a Spanish bilingual parent liaison is present on campus.

The enrollment for the 2023-24 school year was around 1000 students. Due to the high population of economically disadvantaged students, we remain a Title I school serving 77% low-socioeconomic families. To meet the needs of our diverse student population and provide targeted instruction, we have two interventionists that will provide targeted support to At-Risk students and two classroom reduction teachers which will allow for smaller class sizes.

Pershing Park Elementary offers a variety of activities to bridge the partnership between home, school, and the community to include field trips that offer real-world educational connections, various family nights, and extra-curricular clubs. Input to evaluate campus programs is gained from all stakeholders through surveys, parent meetings, and through our site based decision making committee.

Student Demographic Information from 2023-24 School Year	PPE	KISD
Bilingual/ESL	36.8%	11.1%
Economically Disadvantaged	77%	60.4%
Gifted & Talented	1.2%	3.2%
Mobility	23.8%	28.6%
At Risk	69.3%	53.8%
Special Education	14.4%	15.6%

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Opportunities for Students

- The Capturing Kids' Hearts program will be implemented to promote and reinforce positive behaviors schoolwide, emphasizing the importance of strong relationships.
- Pershing Park has implemented a common set of student behavior expectations for the classroom, the hallways, the cafeteria, and recess.
- The Positive Paw program will continue to be implemented to promote good behavior campus-wide with students earning a punch on their paw print card throughout the school day to earn rewards.
- Counselors meet with classes weekly and with small groups of students as needed which foster a mutual respect among students and staff. Students are highlighted on a character trait wall monthly, and participate in a celebratory breakfast with parents.
- Students will have the opportunity to participate in the Puma Academy, which provides a variety of core content-related extra-curricular activities (i.e. Puma News Crew, Archery, STEM, Comic Creation, etc.).
- The campus will encourage literacy through competing in Battle of the Books.
- Students will learn leadership skills through participating in Student Council.
- To recognize individual students, a birthday shout out will be given during their birthday week, along with a card that was created by a single-winner student during SY 23-24.

- Parents can expect to learn of events through the school newsletter, school website, Connect Ed calls/emails/messages, monthly grade level newsletter, Facebook, and student agendas.

Academic and Social support for students

Red Ribbon Week, Fire Safety Week, Drug Awareness Week, College and Career Awareness, Character Traits, Semester Awards, 5th grade and Kindergarten end of year celebrations, Book Fair, Field/Water Day, Saturday STAAR Boot camp, Puma Academy, Positive Paw Celebration, Birthday Acknowledgement, The Southwest Dairy Cow, Guest Readers, Field-Based Instruction (FBI), Cameron Park Zoo Tales, The Farm to Table Program, and iStation/ST Math/Summit K-12 academic growth parties.

MFLAC and Communities in Schools

Academic and Cultural Family Events - Attendance

Meet the Teacher- 1,258	Hispanic Heritage- 540	Fall Festival/Book Fair- 378	Winter Literacy Night- 340
Black History/STEM Night - 272	1st Semester Awards - 278	Little Pumas Participants - 21	Volunteers - 55
Cinco de Mayo - 564	2nd Semester Awards- 100	5th Grade Celebration- 279	Kinder Graduation- 310

Partnerships with Parents to enhance home/school relationships

- The Pershing Park parent liaison coordinates parent, volunteer, and community involvement as well as participation with our Adopt-a-School military unit.
- There are classes twice a week for "Little Pumas", or pre-school age children, to learn skills they will need in prekindergarten or kindergarten.
- Pershing Park offers Survival English Classes weekly to help parents acquire English to improve communication between home and school and give parents additional resources to help their children at home.

- An initiative for reading will be put into place with the "We Both Read" program to support fluency and comprehension as a collaboration between home and school.
- Curriculum training sessions are conducted by the Campus Instructional Team to teach strategies, to parents, for reading and math.
- Monthly counseling conversations are conducted to inform parents on tips for social-emotional well-being.

Student Engagement Survey
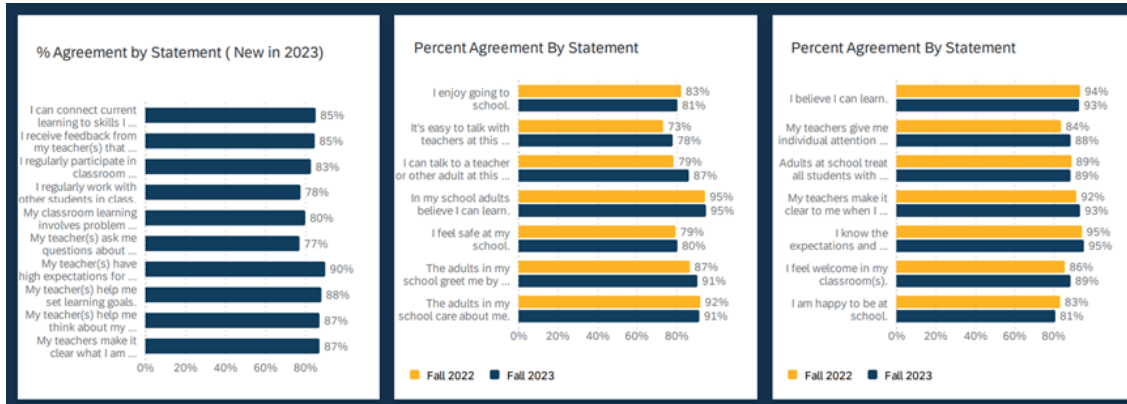
Attendance:

The attendance rate has remained consistent over the past two school years remaining around 92.00% and would like to see an increase this school year.

Discipline:

Pershing Park saw an increase in office referrals from 356 to 477 during the 2023-24 school year. 18% of the office referrals were from repeat offenders across the campus. Because of the need to address both the academic and social/emotional well-being of students, a Social Emotional Learning Counselor is available as an additional support for students. Since there is a need to provide additional individualized lessons to address the needs of students, the counseling staff has increased to 4 individuals. The Capturing Kids' Hearts program will be implemented on the campus this school year to foster strong relationships.

Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

Circle PK Universal Screener

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		87%	13%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	75%	25%	0%	0%
	Overall Measure	75%	25%	0%	0%
Phonological Awareness	Syllabication	53%	47%	0%	0%
	Onset-Rime	57%	43%	0%	0%
	Alliteration	26%	74%	0%	0%
	Rhyming I	53%	47%	0%	0%
	Overall Measure	74%	26%	0%	0%
Optional PA	Listening	58%	42%	0%	0%
	Words in a Sentence	53%	47%	0%	0%
	Rhyming II	55%	45%	0%	0%
	Overall Measure	70%	30%	0%	0%

Math	Rote Counting	74%	26%	0%	0%
	Shape Naming	87%	13%	0%	0%
	Number Discrimination	89%	11%	0%	0%
	Number Naming	87%	13%	0%	0%
	Shape Discrimination	91%	9%	0%	0%
	Counting Sets	66%	34%	0%	0%
	Operations	30%	70%	0%	0%
	Overall Measure	85%	15%	0%	0%

- In comparing data from SY 22-23 and 23-24, there was an increase of seven percentage points on vocabulary development.
- There was also an increase in Overall Math from 74% to 85%.
- The end of the year benchmark indicates a weakness in alliteration with 74% of students needing support and in the area of math operations, 73% were in need of additional support.

MAP Reading - % at or above grade level

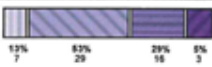|	2023	2024
K	43%	56%
1	34%	29%
2	38%	38%
3	39%	42%
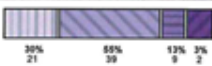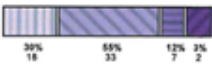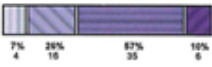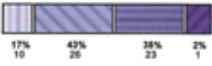
| 4 | 51% | 45% |
| 5 | 49% | 49% |

- In multiple grade levels, scores stayed the same or went down in MAP Reading.

| STAAR Reading 2024 | | | | | | | | | | |
| | | Approaches | | | Meets | | | Masters | | |
	SY	PPE	KISD	State	PPE	KISD	State	PPE	KISD	State
3rd Reading	2022	66%	73%	76%	37%	46%	51%	18%	24%	30%
3rd Reading	2023	65%	76%	76%	41%	47%	50%	6%	15%	20%
3rd Reading	2024	67%	76%	75%	33%	47%	49%	9%	18%	21%
4th Reading	2022	55%	74%	77%	31%	49%	54%	17%	23%	28%
4th Reading	2023	71%	79%	77%	34%	44%	48%	9%	16%	22%
4th Reading	2024	69%	82%	81%	41%	45%	51%	9%	17%	23%
5th Reading	2022	72%	79%	81%	41%	53%	58%	24%	31%	36%
5th Reading	2023	70%	81%	81%	35%	53%	57%	12%	22%	28%
5th Reading	2024	77%	78%	78%	48%	51%	54%	18%	24%	29%

- Fourth and Fifth grades showed an increase in STAAR Reading scores from SY 22-23 to SY 23-24.
- There is an identified need to close the gap between Pershing Park and the district average on STAAR Reading.

TELPAS

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
TELPAS Grade 1	TELPAS	1	TELPAS 2024	71	n/a	Percent 30% 55% 13% 3% / Count 21 39 9 2	03/21/2024
TELPAS Grade 3	TELPAS	3	TELPAS 2024	55	n/a	Percent 13% 53% 29% 5% / Count 7 29 16 3	03/21/2024
TELPAS Kindergarten	TELPAS	KG	TELPAS 2024	60	n/a	Percent 30% 55% 12% 3% / Count 18 33 7 2	03/06/2024
TELPAS Grade 5	TELPAS	5	TELPAS 2024	61	n/a	Percent 7% 26% 57% 10% / Count 4 16 35 6	03/05/2024
TELPAS Grade 2	TELPAS	2	TELPAS 2024	60	n/a	Percent 17% 43% 38% 2% / Count 10 26 23 1	02/28/2024

| TELPAS Grade 4 | TELPAS | 4 | TELPAS 2024 | 55 | n/a | Percent 15% 51% 29% 5%
Count 8 28 16 3 | 02/26/2024 |

- K-2 Students are at or below the intermediate level in Reading and Writing.
- 3-5 Students are at or below the intermediate level in Speaking and Writing.

Goal 3: All student meet or exceed the Texas grade level standards in math

MAP Math - % At or above grade level

	2023	**2024**
K	50%	65%
1	36%	29%
2	25%	37%
3	40%	43%
4	43%	40%
5	36%	39%

STAAR MATH 2024											
		Approaches			**Meets**			**Masters**			
	SY	**PPE**	**KISD**	**State**	**PPE**	**KISD**	**State**	**PPE**	**KISD**	**State**
3rd Math	2022	55%	69%	71%	22%	36%	43%	7%	15%	21%
3rd Math	2023	67%	72%	73%	29%	40%	45%	12%	15%	19%
3rd Math	2024	59%	70%	69%	23%	41%	41%	5%	13%	15%
4th Math	2022	48%	62%	70%	20%	34%	43%	9%	16%	23%
4th Math	2023	51%	66%	71%	25%	40%	48%	10%	16%	22%
4th Math	2024	50%	65%	68%	25%	39%	45%	8%	16%	21%
5th Math	2022	73%	74%	77%	38%	41%	48%	17%	18%	25%
5th Math	2023	61%	77%	80%	28%	45%	51%	9%	15%	21%
5th Math	2024	60%	73%	76%	30%	45%	49%	7%	15%	19%

- STAAR Math scores decreased across all grade levels from SY 22-23 to SY 23-24.
- There is an identified need to close the gap between Pershing Park and the district average on STAAR Math.

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

- At-Risk students are monitored and tracked.

- Interventionists provide tutoring to At-Risk students.
- The campus provides AM and PM tutoring and STAAR Boot camps.
- RTI is implemented with fidelity.
- Community members are invited as guest speakers to share their job descriptions.

Student Success Strengths

- In comparing CIRCLE data from SY 22-23 and 23-24, there was an increase of seven percentage points on vocabulary development.
- There was also an increase in Overall Math from 74% to 85% on CIRCLE.
- Kindergarten increased by 15% on Math MAP and by 13% on Reading MAP.
- Fourth and Fifth grades showed an increase in STAAR Reading scores from SY 22-23 to SY 23-24.
- Family nights have high attendance rates.
- After school Academies provide students with opportunities for academic and social experiences.
- Community members are actively involved throughout the year.
- Students in K-2 increased their oral proficiency on TELPAS Speaking.

Problem Statements Identifying Student Success Needs

Problem Statement 1: The attendance rate at Pershing Park is below 96%.   **Root Cause:** Misconceptions about the effect of attendance on academic readiness.

Problem Statement 2: Office referrals increased to 477 during the 23-24 school year.   **Root Cause:** Self regulation techniques need to be consistently reinforced campus wide.

Problem Statement 3: In 23-24, the number of PreK students in need of support on the CIRCLE benchmark assessment for alliteration was 74%   **Root Cause:** Students often confuse alliteration with rhyming.

Problem Statement 4: In 23-24, the number of PreK students in need of support on CIRCLE Math, in the area of operations was 70%.   **Root Cause:** Students struggle with identifying operation symbols, reverse counting, and matching quantities.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5,   **Root Cause:** Our students struggle with foundational reading skills and comprehension.

Problem Statement 6: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the math assessment in grades 1-5.   **Root Cause:** Students struggle with fact fluency and multi-step problems.

Problem Statement 7: The majority of students in K-2 scored intermediate or lower on TELPAS Reading and Writing.   **Root Cause:** Summit K-12 was not used with fidelity to help familiarize students with the test format and beneficial testing strategies.

Problem Statement 8: In grades 3-5, most students scored intermediate or lower on the TELPAS Speaking and Writing tests.   **Root Cause:** Summit K-12 was not used with fidelity to help familiarize students with the test format and beneficial testing strategies.

Problem Statement 9: In 23-24, 56% of students did not meet the approaches level on the STAAR Science test.   **Root Cause:** Students are not receiving enough hands-on experiences to solidify the learning .

Problem Statement 10: In 23-24, students in grades 3-5 scored below the district average on STAAR Math, 3rd was 70%, 4th was 65%, and 5th was 73%. **Root Cause:** Math manipulatives were not utilized effectively to build conceptual knowledge.

Problem Statement 11: In 23-24, students in grades 3-5 scored below the district average on STAAR Reading, 3rd was 76%, 4th was 82%, and 5th was 78%. **Root Cause:** Students did not spend enough time in the collaborative phase of instruction, with the teacher not shifting the work load to students. Many students are reading below grade level, as well.

Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** There is a need for high-quality, tier-one instruction.

Problem Statement 13: Pershing Park is below the district average in the identification of GT students. **Root Cause:** There is a need to challenge students of all levels through differentiation.

Problem Statement 14:
During the 23-24 school year, Pershing Park's special populations to include Emergent Bilinguals, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. Two subgroups, white and African American students, did not make adequate growth. **Root Cause:** Need for increased collaboration and streamline scheduling to ensure students are not missing tier-one grade level content due to services.

Problem Statement 15: The Emergent Bilingual population continues to grow, including students in grades 2-5 with little or no English proficiency. **Root Cause:** There are many newcomers to Pershing Park, from their home countries, with limited English proficiency.

Problem Statement 16: Students continue to struggle on state assessments, therefore, enhancing the need for additional parent and community involvement to assist in providing support to students when not on campus. **Root Cause:** The rigor of the curriculum continues to increase.

Problem Statement 17: On the 2024 STAAR assessment, the percentage of students at Masters is below 12% in both Reading and Math **Root Cause:** There is a need to provide enrichment and lessons that challenge students to include those that are GT identified.

Human Capital

Human Capital Summary

2.1 To recruit and retain staff, the campus will promote a positive work environment.

In order to attract and retain highly qualified staff, Pershing Park offers a variety of professional development opportunities. Through the support of two Campus Instructional Coaches and one Campus Instructional Specialist, teachers are provided model lessons, coaching feedback, and any additional guidance as needed.

To maintain a positive school climate and build school culture, staff members are recognized throughout the school year. Team building activities are implemented on a regular basis to foster positive relationships.

- Newsletter shout-outs
- Auxiliary and Professional staff members of the month.
- Staff Christmas party, teacher appreciation, and other themed treat days.
- Staff Birthday jeans pass
- Team building activities (Inflatable valet line, dress up days, archery tournament, Easter egg hunt, pumpkin bowling, winter Olympics).

Teachers by years of experience (%)

Beginning - 6.9%

1-5   - 24%

6-10   - 15%

11-20   - 15%

21-30   - 7%

Staff Retention Rate

93.6% staff returning

School Staff Survey - Agree

Based on the survey results, the staff feels supported and valued on campus. Communication is effective, they have the resources needed to teach the content, and they have a clear understanding of the impact they play on student achievement. Staff members commented on the high visibility and open door policy of the campus administration.

"I have access to the resources I need." - 95%

"I receive information from my principal/supervisor." - 95%

"Adults at my school/department treat people of different backgrounds respectfully." - 94%

"I understand how my work contributes to the success of students." - 95%

2.2 The campus will implement effective standards and practices that will continuously and strategically staff campuses and departments.

- The campus leadership team attends job fairs to recruit highly qualified staff and works to communicate the mission, vision, and culture of the campus through multiple media sources.
- Leadership meetings, including multiple stakeholders, are held monthly to assess and monitor the effectiveness of programs.
- Instructional leaders mentor and provide on-going support to new and struggling teachers.
- The administrative team has weekly meetings to ensure that the campus and teams are strategically staff and are performing effectively to maximize student success.
- Monthly vertical alignment meetings will take place across grade levels to gain a deeper understanding of the curriculum leading to teacher clarity.

2.3 The campus will identify and provide on-going training and coaching needed for staff to build their professional capacity.

- The campus leadership team conducts walkthroughs and coaching walks to provide teachers with specific and actionable feedback.
- The Administrative team will facilitate weekly PLCs, called The Week in Review, to discuss data, intervention, and best instructional practices.
- The instructional leadership team will collaborate with staff during grade level planning, during conference periods, and after school.
- The campus instructional coach and campus instructional specialist will provide instructional coaching and professional development as identified by the campus.
- There will be continued collaboration with Multi-Lingual Services to ensure effective implementation of the Dual Language program in PK-1.

2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- TTESS Appraisal System
- Auxiliary Appraisals
- Surveys

Human Capital Strengths

93.6% staff returning which shows a high staff retention rate.

Staff survey results were positive and demonstrate a strong campus culture.

26% of teachers have earned a Teacher Incentive Allotment designation.

38 professional Development sessions were provided to teachers, by the Curriculum Instructional Specialists, based on identified needs in math and reading.

Pershing Park has worked to provide support to staff to grow within their current roles, but has motivated several to continue in their professional and educational journey on a path of life-long learning.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Thirty-one percent of teacher have 5 or less years of teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: Although data-tracking and CUA protocols were completed across grade levels, misconceptions were not internalized, resulting in a lack of targeted instruction. **Root Cause:** Lack of effective planning for targeted, follow-up instruction using the data.

Financial Stewardship

Financial Stewardship Summary

3.1 The campus will use data driven planning to prioritize resource allocation.

- Campus leadership collaborates with stakeholders through the Site-Based Decision Making committee, ensuring that resources are in alignment with campus and district goals.
- SBDM progress monitors the use and effectiveness of resources that are located in the campus improvement plan.
- Resource allocations are determined based on data-driven decisions, prioritizing high yield areas of need.

3.2 The campus will prepare budgets using transparent and open communication amongst stakeholders.

- The principal will review financial reports monthly with the principal's secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.
- At least six SBDM meeting will be held to discuss budget plans, gather stakeholder input, and address concerns with an agenda being available one hundred percent of the time.

3.3 The campus will continuously evaluate and update policies and procedure to foster a positive culture and climate.

- Through the use of sign-in sheets and transcripts, the leadership team will ensure that required staff attend training sessions on updates to policies and procedures.
- The leadership team will communicate with, all staff, the policies and procedures contained in the district and campus handbooks.
- Staff, student, and parent engagement surveys are sent to determine the current state of climate and culture.
- The campus will seek input from stakeholders through the PFEP/HSC annual meetings.

3.4 The campus operational departments training will focus on effective and sustainable use of district resources and procedures.

- The leadership team will make sure that all required staff members are up-to-date on fiscal responsibilities to ensure appropriate use of resources and expenditures.
- The campus will host parent sessions on current special programs, such as IEP/504 and bilingual/ESL.
- The leadership team will effectively monitor the implementation of the dual language program through walkthroughs, bi-literacy walks, and individual coaching sessions to address individual clarity.

Financial Stewardship Strengths

- The Dual Language Program was implemented with fidelity in the 23-24 school year.
- Pershing Park successfully passed their activity fund audit.
- SBDM participated in the formative and summative review of the Campus Improvement Plan and offered suggestions and recommendations for the 24-25 plan.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: There were no processes in place for identifying the proper budget code to be used for obtaining a substitute for Professional Development. **Root Cause:** There was no procedure in place to relate the correct code to teachers when placing their absences.

Problem Statement 2: Not all available funds were used to purchase needed items.   **Root Cause:** Procedures for completing procurement forms and purchasing goods and services were unclear to new personnel.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
Key Strategic Action 1: PPES will implement Capturing Kids Hearts to foster relationship building and empower students to take ownership of their own behavior. All campus staff will be trained at the beginning of the school year.

    Progress Measure (Lead: Campus-wide PD
Building and reviewing the Social Contract
Greeting Students at the Door
Utilizing the hand gestures (T, Check, Foul)
Asking the 4 Questions

    Outcome Measure (Lag): By the end of the 2025 school year, referrals will show a decrease of 10%.

    Dates/Timeframes: 08/24-05/25

    Staff Responsible for Monitoring: All Staff

    Collaborating Departments: Student Success

    Problem Statements: Student Success 2

Key Strategic Action 2 Details
Key Strategic Action 2: Four full-time counselors will support students in crisis situations through individual and group discipline management programs and events.

    Progress Measure (Lead: Freedom Walk
School Safety Week
Drug Awareness
Bullying Prevention
Character Education
Career Week

    Outcome Measure (Lag): Students will be better equipped in dealing with conflict and be better able to self regulate, leading to more positive behaviors and a safer school environment - leading to a decrease in office referrals by 10%.

    Dates/Timeframes: 08/24-5/25

    Staff Responsible for Monitoring: Counselors

    Collaborating Departments: APs, Principal

    Problem Statements: Student Success 2

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will implement the Pawsative Paws program encouraging good behavior campus-wide. Students will earn incentives through earning stamps on their individual pawsative card and opportunities to earn as a class The Greatest of All Time (GOAT) award.

Progress Measure (Lead: Pawsitive Paw Reward
The Greatest of All Time (GOAT) Award.
Affirmation Board
Affirmation Shout Outs

Outcome Measure (Lag): By the end of the 2025 school year, referrals will show a decrease of 10%.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Principal, APs

Collaborating Departments: Counseling

Problem Statements: Student Success 2

Funding Sources: Acceptable Awards for recognition - 211 - ESEA, Title I Part A - 211.11.6498.00.142.30.000 - $500

Key Strategic Action 4 Details

Key Strategic Action 4: PPES will use the discipline management system to monitor, and the Campus Conduct Committee will analyze patterns of behavior on campus to create strategies to intervene when consistent behaviors occur.

Progress Measure (Lead: CCC Meeting Agendas and Minutes

Outcome Measure (Lag): By the end of the 2025 school year, referrals will show a decrease of 10%.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Principal, APs, CCC

Collaborating Departments: Counselors

Problem Statements: Student Success 2

Key Strategic Action 5 Details

Key Strategic Action 5: Students at PPES will be provided with the opportunity to interact socially with peers to build friendships, confidence, and communication skills while increasing academic skills in after school clubs, called the Puma Academy. Examples of the clubs are to include but not limited to STEM, archery, Puma News Crew, choir, comic writing and sensory areas.

Progress Measure (Lead: Attendance Logs

Outcome Measure (Lag): Students will increase their social skills while extending their knowledge base in areas that create a more well-rounded educational experience, resulting in a reduction of negative behavior and increased positive interaction.

By the end of the 2025 school year, referrals will decrease by 10%

Dates/Timeframes: 10/24-1/25

Staff Responsible for Monitoring: Instructional team, APs, Principal

Problem Statements: Student Success 12

Funding Sources: Instructional supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - $1,000, Toner for printers for research projects and reading articles - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - $1,000, Sensory materials for de-escalation - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - $0

Key Strategic Action 6 Details

Key Strategic Action 6: PPES will encourage students to attend school daily through an incentive program being implemented every month and at the nine week mark for perfect attendance. The RaaWee system will be used to monitor absences and tardies.

Progress Measure (Lead: Diamond Attendance Award Monthly
Perfect Attendance Award for Individuals Monthly

Outcome Measure (Lag): The daily attendance rate will increase by 4% by the end of the 2025 school year.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Attendance secretary, Teachers, APs, Principal

Collaborating Departments: Counselors

Problem Statements: Student Success 1

Funding Sources: Award Incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.142.30.000 - $500

Key Strategic Action 7 Details

Key Strategic Action 7: PPES will foster partnerships with families and the community through hosting academic and culturally based family nights to support student achievement across content areas. In order to better equip families on supporting their student with the curriculum, additional family training sessions will be held. For example, curriculum strategy sessions will be hosted each nine weeks and STAAR/TELPAS meetings will be held. Additionally, the counseling team has scheduled social/emotional counseling conversation meetings for the community.

Progress Measure (Lead: 6 family nights
4 curriculum strategy sessions
8 counseling conversation meetings
1 STAAR/TELPAS session
2 Special Program info sessions (Dyslexia/SPED, Emergent Bilingual/ESL)

Outcome Measure (Lag): At the end of the 2025 school year, participation at events will increase by 10%

Dates/Timeframes: 08/24- 5/25

Staff Responsible for Monitoring: Principal, APs, Parent Liaison

Collaborating Departments: CIS, Counselors, Special programs

Problem Statements: Student Success 12, 16

Funding Sources: Academic Family Night Refreshments - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.142.24.PAR - $1,500, Family Night Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.142.24.PAR - $2,000

Key Strategic Action 8 Details

Key Strategic Action 8: The bilingual parent liaison will provide pre-school aged children with opportunities to learn readiness skills at weekly meetings of the "Little Pumas" during which time parents will be provided with strategies and tips on how to support literacy and language development at home.

Progress Measure (Lead: Sign-In Sheets

Outcome Measure (Lag): By the end of the school year, the amount of students participating in the program will increase by 2 %.

Dates/Timeframes: 09/24-05/25

Staff Responsible for Monitoring: Parent Liaison

Collaborating Departments: Campus Admin.

Problem Statements: Student Success 15

Funding Sources: Instructional supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.142.24.PAR - $1,300

Key Strategic Action 9 Details

Key Strategic Action 9: Students will participate in field based instruction (FBI) that provides them real world hands-on experiences that will allow them to build background knowledge and make connections to classroom learning. Field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting. Where appropriate, learning experiences may be brought to the campus instead of having students travel out. The FBI provides an opportunity for students to use critical thinking and apply skills learned within the classroom.

Progress Measure (Lead: Trip finder

Outcome Measure (Lag): Each grade level will participate in an experience by the end of April.

Dates/Timeframes: 09/24-04/25

Staff Responsible for Monitoring: Principal, APs

Collaborating Departments: CIS

Problem Statements: Student Success 12

Funding Sources: Entry Fees for Approved Field Trips - 166 - State Comp Ed - 166.11.6412.00.142.30.AR0 - $8,560, Transportation- Yellow School Bus for Approved Field Trips - 166 - State Comp Ed - 166.11.6494.00.142.30.AR0 - $10,000, Cameron Park Zoo Tales - 166 - State Comp Ed - 166.11.6299.00.142.30.AR0 - $1,200

Key Strategic Action 10 Details

Key Strategic Action 10: Struggling students will be referred to Multi-Tiered Systems of Support(MTSS). Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the committee. Both online and small group interventions will be utilized as appropriate to meet the needs of individual students in reading, writing, and behavior.

Progress Measure (Lead: SSRS student data reports

Outcome Measure (Lag): By the end of the 2025 school year, 100% of students identified as below the 31st% percentile on MAP assessments with have been brought to the MTSS (RTI) Committee.

Dates/Timeframes: 8/14/24-5/25/25

Staff Responsible for Monitoring: Principal, APs, CIS, Teachers

Collaborating Departments: Special Programs

Problem Statements: Student Success 14

Key Strategic Action 11 Details

Key Strategic Action 11: Targeted support for IEP goals will be provided to a Special Education student group through the use of evidence-based interventions in reading and math.

Progress Measure (Lead: 4 Resource Teachers
2 BMU Teachers
7 Instructional Assistants
IEP Meetings held to address progress
Monthly SPED staff meetings on campus

Outcome Measure (Lag): By the end of the 2025 school year, student achievement in the subgroup will increase by 10%.

Dates/Timeframes: 8/14/25-5/25/25

Staff Responsible for Monitoring: Principal, APs, Facilitator, Special Education Teachers

Collaborating Departments: Special Programs

Problem Statements: Student Success 14

Key Strategic Action 12 Details

Key Strategic Action 12: GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects and in their weekly pull-out block of instruction. A hands on learning experience will afford students the opportunity to apply critical thinking skills in real world situations.

Progress Measure (Lead: Percentage of GT Students
Attendance logs

Outcome Measure (Lag): By the end of the 2025 school year, student achievement will increase in Reading and Math by 10%.

Dates/Timeframes: 9/2/24-5/25/25

Staff Responsible for Monitoring: Principal, APs, CIS

Collaborating Departments: GT Teachers

Problem Statements: Student Success 13, 17

Funding Sources: Approved Professional Development (TAGT, etc) - 177 - Gifted/Talented - 177.13.6411.00.142.21.000 - $2,500, Approved Field Trip Entry Fees - 177 - Gifted/Talented - 177.11.6412.00.142.21.000 - $2,000, Approved Field Trip - 177 - Gifted/Talented - 177.11.6494.00.142.21.000 - $1,000, Instructional Supplies for Enrichment Projects - 177 - Gifted/Talented - 177.11.6399.00.142.21.000 - $1,329

Key Strategic Action 13 Details

Key Strategic Action 13: Pre-kindergarten, kindergarten, and 1st grade bilingual students will implement the dual language model of bilingual education using three phases which includes hands on experiences to increase linguistic acquisition in both English and Spanish.

Progress Measure (Lead: Summit K12
MAP Data
CIRCLE Data
i-Station
TELPAS

Outcome Measure (Lag): By the end of the 2025 school year, TELPAS data will show an increase of students moving towards Intermediate, Advanced, and Advanced High in Listening, Speaking, Reading, and Writing by 10%.

Dates/Timeframes: 8/14/24-5/25/25

Staff Responsible for Monitoring: Principal, APs

Collaborating Departments: CIS, CIC, Bi-Literacy Team

Problem Statements: Student Success 15

Funding Sources: Instructional Materials for Dual Language Hands on Science Experiences in PK-1 - 165/BI0 - Bilingual - 165.11.6399.00.142.25.BI0 - $5,000

Key Strategic Action 14 Details

Key Strategic Action 14: The librarian will plan and provide lessons that are based on grade level standards to include red line TEKS in reading, writing and STEM activities.

Progress Measure (Lead: MAP
SMH Assessments
SAAVAS Assessments
STAAR

Outcome Measure (Lag): By the end of the 2025 school year, students will increase by 10% at approaches on STAAR and by 10% at Meets or Above on the EOY MAP in reading and science.

Dates/Timeframes: 8/14/25-5/25/25

Staff Responsible for Monitoring: Principal, APs

Collaborating Departments: CIS

Problem Statements: Student Success 5, 9

Funding Sources: Instructional Materials for library lessons involving Hands on connections to literacy - 211 - ESEA, Title I Part A - 211.12.6399.00.142.30.000 - $0

Key Strategic Action 15 Details

Key Strategic Action 15: After-school tutoring will be available for students to close the gaps in reading and math.

Progress Measure (Lead: Tutoring Logs
Student Data Tracking Sheets

Outcome Measure (Lag): By the end of the 2025 school year, there will be an increase in students scoring at approaches or above by 10% on STAAR.

Dates/Timeframes: 9/24-5/25

Staff Responsible for Monitoring: Principal, APs, CIS, Teachers

Problem Statements: Student Success 12
Funding Sources: Nutritional Snacks for After school Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.142.30.000 - $3,000

Key Strategic Action 16 Details

Key Strategic Action 16: Students will meet the required minutes for Physical education as mandated by the state and be assessed using the Fitnessgram test.

Progress Measure (Lead: Daily monitoring of skill mastery and personal fitness level.

Outcome Measure (Lag): Fitnessgram data will be closely monitored to evaluate student fitness progress. Forty percent of students will be in the Healthy Fitness Zone and 100 percent of students will participate in moderate to vigorous physical activity during PE.

Dates/Timeframes: 8/24-5/25

Staff Responsible for Monitoring: PE Teachers, AP, Principal

Goal 1 Problem Statements:

Student Success

Problem Statement 1: The attendance rate at Pershing Park is below 96%. **Root Cause**: Misconceptions about the effect of attendance on academic readiness.

Problem Statement 2: Office referrals increased to 477 during the 23-24 school year. **Root Cause**: Self regulation techniques need to be consistently reinforced campus wide.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5, **Root Cause**: Our students struggle with foundational reading skills and comprehension.

Problem Statement 9: In 23-24, 56% of students did not meet the approaches level on the STAAR Science test. **Root Cause**: Students are not receiving enough hands-on experiences to solidify the learning .

Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause**: There is a need for high-quality, tier-one instruction.

Problem Statement 13: Pershing Park is below the district average in the identification of GT students. **Root Cause**: There is a need to challenge students of all levels through differentiation.

Problem Statement 14: During the 23-24 school year, Pershing Park's special populations to include Emergent Bilinguals, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. Two subgroups, white and African American students, did not make adequate growth. **Root Cause**: Need for increased collaboration and streamline scheduling to ensure students are not missing tier-one grade level content due to services.

Problem Statement 15: The Emergent Bilingual population continues to grow, including students in grades 2-5 with little or no English proficiency. **Root Cause**: There are many newcomers to Pershing Park, from their home countries, with limited English proficiency.

Student Success
Problem Statement 16: Students continue to struggle on state assessments, therefore, enhancing the need for additional parent and community involvement to assist in providing support to students when not on campus. **Root Cause**: The rigor of the curriculum continues to increase.
Problem Statement 17: On the 2024 STAAR assessment, the percentage of students at Masters is below 12% in both Reading and Math **Root Cause**: There is a need to provide enrichment and lessons that challenge students to include those that are GT identified.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details
Key Strategic Action 1: Administrators, alongside of the instructional coaching team, will support teachers in the unit planning process by regularly collaborating, observing and coaching teachers during grade level planning. The use of PLC protocols will lead to greater internalization of the lesson. Improvement will happen through knowledge of the content, implemented consistently, and through coaching.

Progress Measure (Lead: Internalization Document
Data Protocols
Student Data Folders
Student Data Worksheet

Outcome Measure (Lag): Student Achievement will increase.

Dates/Timeframes: 8/24-5/25

Staff Responsible for Monitoring: Principal, APs, CICs

Collaborating Departments: Teachers

Problem Statements: Human Capital 2

Funding Sources: Teacher Planning Days in PK-5 to design lessons - 211 - ESEA, Title I Part A - 211.13.6299.00.142.30.000 - $10,000

Key Strategic Action 2 Details
Key Strategic Action 2: PPES will implement monthly vertical alignment team meetings to ensure clarity of the reading and writing curriculum.

Progress Measure (Lead: Monthly Meeting Sign-In
Minutes
Internalization Document

Outcome Measure (Lag): There will be more clarity about the curriculum.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: APs, CIC, CIS, Principal

Problem Statements: Student Success 11

Key Strategic Action 3 Details

Key Strategic Action 3: PPES will conduct data talks with teachers to review reading and writing instruction for the week using the student work and data protocols to create plans of action and next steps for the following week. Students will data track through out the school year to encourage self-reflection and goal setting. Student growth parties will take place to celebrate the hard work put it towards meeting a goal.

Progress Measure (Lead: Data Protocol Forms
I-station, STmath, Benchmark Assessment Parties

Outcome Measure (Lag): Student achievement will increase.

Dates/Timeframes: 08/25-05/25

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 5, 6, 7, 8, 9

Funding Sources: Acceptable Awards for recognition - 211 - ESEA, Title I Part A - 211.11.6498.00.142.30.000 - $500

Key Strategic Action 4 Details

Key Strategic Action 4: Interventionists and paraprofessionals will provide small group reading and writing instruction during the WIN block and RLA instructional time. Class-reduction teachers will minimize student-teacher ratios resulting in positive academic outcomes.

Progress Measure (Lead: Intervention Data
SSPs
HB 1416 Hours

Outcome Measure (Lag): There will be an increase in student achievement and in closing the gaps on STAAR.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 5, 6, 10, 11

Funding Sources: Highly Qualified Aides to work with with PK-5th Grade - 211 - ESEA, Title I Part A - 211.11.6129.00.142.30.000 - $162,000, Highly Qualified Aides to work with PK-5th Grade - 166 - State Comp Ed - 166.11.6129.00.142.30.AR0 - $52,000, Class Size Reduction Teachers - 211 - ESEA, Title I Part A - 211.11.6119.00.142.30.000 - $150,000

Key Strategic Action 5 Details

Key Strategic Action 5: Classroom teachers will use the Benchmark phonics kit and follow the pacing guide with fidelity in PK-3 to provide explicit and multi-modal instruction to increase the foundations of reading.

Progress Measure (Lead: Benchmark Assessments
ESGI Data
MAP

Outcome Measure (Lag): By the end of 2025, 50% of students will perform at Meets or Above on the Reading MAP

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teachers, APs, CIC, CIS, Principal

Problem Statements: Student Success 3, 5

Funding Sources: Benchmark Dynamite Decodables - 211 - ESEA, Title I Part A - 211.11.6329.00.142.30.000 - $12,000

Key Strategic Action 6 Details

Key Strategic Action 6: Research Based Instructional Strategies (RBIS) will be implemented across all content areas with a focus on building foundational skills, text complexity, knowledge coherence, and text based responses. Seidlitz, CAMT, and Lead4ward will be used to develop academic vocabulary and increase teacher efficacy. The English Language Proficiency Standards (ELPS) will be integrated into all content areas and lessons with fidelity with language objectives posted.

Progress Measure (Lead: Professional Development Sessions

Outcome Measure (Lag): By the end of the 2025 school year, there will be an increase of 10% on students scoring at Meets or Above on the Reading STAAR.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 14

Funding Sources: Approved Professional Development - 166 - State Comp Ed - 166.13.6299.00.142.30.AR0 - $36,000, Subs for teacher professional development - 166 - State Comp Ed - 166.13.6299.SB.142.30.AR0 - $3,000, Dual Language Instructional Supplies Bi-literacy - 165/BI0 - Bilingual - 165.11.6399.00.142.25.BI0 - $2,000, Seidlitz Professional Development - 211 - ESEA, Title I Part A - 211.13.6299.00.142.30.000 - $14,900

Key Strategic Action 7 Details

Key Strategic Action 7: An English Language Development (ELD) block will be incorporated into the 3rd-5th bilingual classrooms daily.

Progress Measure (Lead: Summit K12
Walkthroughs

Outcome Measure (Lag): On TELPAS Speaking and Writing, there will be a 10% increase in students scoring above beginner and intermediate.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 7, 8, 15

Key Strategic Action 8 Details

Key Strategic Action 8: The Summit K12 program will be implemented with fidelity for all Emergent Bilingual Students.

Progress Measure (Lead: Summit K12 Reports

Outcome Measure (Lag): By the end of the 2025 school year, there will be 10% increase of students scoring above intermediate in speaking and listening of students in grades 3-5 on TELPAS .
By the end of the 2025 school year, there will be a 10% increase of students in
grades K-2 scoring above intermediate in reading on TELPAS.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: ESL/Bilingual Teachers, CIC, CIS, AP, Principal

Collaborating Departments: Multilingual Services

Problem Statements: Student Success 7, 8

Funding Sources: Instructional Supplies to include iPad cases, cords, and headphones to support language development for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.142.25.BI0 - $4,080, Instructional Supplies to include iPad cases, cords, and headphones to support language development for ESL students - 165/ES0 - ELL - 165.11.6399.00.142.25.ES0 - $2,190, iPads - 165/BI0 - Bilingual - 165.11.6398.00.142.25.BI0 - $7,200

Key Strategic Action 9 Details

Key Strategic Action 9: The i-Station digital platform will be utilized to provide students with an individualized learning path to enhance their reading skills, track their progress, and provide teachers with formative assessments to guide their instruction.

Progress Measure (Lead: iStation Reports

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase in students scoring at or above meets on the EOY MAP Reading assessment.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 5, 11

Funding Sources: Headphones and i-pad cases for devices for online intervention. - 166 - State Comp Ed - 166.11.6399.00.142.30.AR0 - $1,000

Key Strategic Action 10 Details

Key Strategic Action 10: The district adopted RLA curriculum SAVVAS will be utilized in all classrooms with fidelity. Core instruction in reading will be provided for 120 minutes of the instructional day with quick checks being performed daily.

Progress Measure (Lead: Daily Quick Checks
Progress Checks
Benchmarks

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Reading.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teacher, CIC, CIS, AP, Principal

Problem Statements: Student Success 5, 11, 14

Key Strategic Action 11 Details

Key Strategic Action 11: The SIRIUS digital platform will provide students in grades 3-5 with a spiral review to reinforce previously taught material and target specific TEKS during morning and after school tutoring.

Progress Measure (Lead: Sirius Data Reports
MAP

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase in students scoring at meets on the Reading STAAR.

Dates/Timeframes: 09/24-05/25

Staff Responsible for Monitoring: Teacher, CIC, CIS, AP, Principal

Problem Statements: Student Success 11, 12, 14

Funding Sources: Sirius Digital Platform - 211 - ESEA, Title I Part A - 211.11.6299.OL.142.30.000 - $4,600

Key Strategic Action 12 Details

Key Strategic Action 12: The Wilson Reading Program will be provided to dyslexia students through the Reading in the Content Area (RICA) teachers.

Progress Measure (Lead: Wilson Reading Assessments
Dyslexia Data Folders

Outcome Measure (Lag): By the end of the 2025 school year, 90% of students will grow at least one level.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teacher, AP, Campus Facilitator, Principal

Problem Statements: Student Success 5, 11

Key Strategic Action 13 Details

Key Strategic Action 13: The ESL teachers will support ESL students in the language arts and instructional settings by collaborating with regular and special education teachers to ensure vocabulary and literacy skills are being taught during Tier 1 instruction and can be reinforced during small group instruction.

Progress Measure (Lead: Internalization Document
Summit K12
MAP
SAVVAS

Outcome Measure (Lag): Increased student achievement.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teacher, AP, Principal

Problem Statements: Student Success 5, 7, 8, 11

Key Strategic Action 14 Details

Key Strategic Action 14: The ARACE strategy will be used for shortened and extended response prompts and entered into the Writeable System for grading.

Progress Measure (Lead: Writeable Data
Student Work Protocol

Outcome Measure (Lag): By the end of the 2025 school year, 75% of students will score a 1 or above on the STAAR constructed response.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teacher, CIC, CIS, AP, Principal

Problem Statements: Student Success 5, 9, 11

Key Strategic Action 15 Details

Key Strategic Action 15: Social Studies Weekly and the HMH Science curriculum will be utilized with the 5 E model of Engage, Explore/Explain, Elaborate, and Evaluate to provide background knowledge on topics to build academic language.

Progress Measure (Lead: Hands on Investigations
Science Data Tracker
HMH Assessments
SAAVAS assessments
MAP

Outcome Measure (Lag): By the end of the 2025 school year, 70% of students will score at approaches or above on STAAR.

Dates/Timeframes: 08-24-05-25

Staff Responsible for Monitoring: Teacher, CIC, CIS, AP, Principal

Problem Statements: Student Success 9

Goal 2 Problem Statements:

Student Success

Problem Statement 3: In 23-24, the number of PreK students in need of support on the CIRCLE benchmark assessment for alliteration was 74% **Root Cause**: Students often confuse alliteration with rhyming.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5,   **Root Cause**: Our students struggle with foundational reading skills and comprehension.

Problem Statement 6: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the math assessment in grades 1-5. **Root Cause**: Students struggle with fact fluency and multi-step problems.

Problem Statement 7: The majority of students in K-2 scored intermediate or lower on TELPAS Reading and Writing.   **Root Cause**: Summit K-12 was not used with fidelity to help familiarize students with the test format and beneficial testing strategies.

Problem Statement 8: In grades 3-5, most students scored intermediate or lower on the TELPAS Speaking and Writing tests.   **Root Cause**: Summit K-12 was not used with fidelity to help familiarize students with the test format and beneficial testing strategies.

Problem Statement 9: In 23-24, 56% of students did not meet the approaches level on the STAAR Science test.   **Root Cause**: Students are not receiving enough hands-on experiences to solidify the learning .

Student Success
Problem Statement 10: In 23-24, students in grades 3-5 scored below the district average on STAAR Math, 3rd was 70%, 4th was 65%, and 5th was 73%. **Root Cause**: Math manipulatives were not utilized effectively to build conceptual knowledge.
Problem Statement 11: In 23-24, students in grades 3-5 scored below the district average on STAAR Reading, 3rd was 76%, 4th was 82%, and 5th was 78%. **Root Cause**: Students did not spend enough time in the collaborative phase of instruction, with the teacher not shifting the work load to students. Many students are reading below grade level, as well.
Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause**: There is a need for high-quality, tier-one instruction.
Problem Statement 14: During the 23-24 school year, Pershing Park's special populations to include Emergent Bilinguals, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. Two subgroups, white and African American students, did not make adequate growth. **Root Cause**: Need for increased collaboration and streamline scheduling to ensure students are not missing tier-one grade level content due to services.
Problem Statement 15: The Emergent Bilingual population continues to grow, including students in grades 2-5 with little or no English proficiency. **Root Cause**: There are many newcomers to Pershing Park, from their home countries, with limited English proficiency.

Human Capital
Problem Statement 2: Although data-tracking and CUA protocols were completed across grade levels, misconceptions were not internalized, resulting in a lack of targeted instruction. **Root Cause**: Lack of effective planning for targeted, follow-up instruction using the data.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details
Key Strategic Action 1: Teachers will collaborate with the instructional support team and administrator's during grade level planning to design high quality tier 1 math lessons built around the math framework using the district PLC norms and to internalize the lesson design in the SAVVAS Math program. Math Research Based Instructional Strategies (RBIS) will be used to build conceptual and procedural knowledge, build depth of key concepts while providing coherence of key concepts and allowing for productive struggle. Seidlitz, Lead4ward, and CAMT will be used to enhance math instruction. **Progress Measure (Lead:** Internalization Document Data Protocols Student Data Folders Student Data Worksheet **Outcome Measure (Lag):** Student Achievement will increase. **Dates/Timeframes:** 08/24-05/25 **Staff Responsible for Monitoring:** CIC, CIS, AP, Principal **Problem Statements:** Student Success 4, 6, 10
Key Strategic Action 2 Details
Key Strategic Action 2: Teachers will participate in weekly data talks to discus the weeks math lessons and make instructional adjustments for the following week. The district data and student work protocols will be used to create focused lessons around the progress checks that occur every two weeks. **Progress Measure (Lead:** Student Data Folders Student Data Worksheet Data Protocol Forms **Outcome Measure (Lag):** Student Achievement will increase. **Dates/Timeframes:** 08/24-05/25 **Staff Responsible for Monitoring:** CIC, CIS, AP, Principal **Problem Statements:** Student Success 2, 4, 6, 10

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will collaborate in a monthly vertical math talk to ensure clarity on the curriculum.

Progress Measure (Lead: Internalization Document
Meeting Agenda and minutes

Outcome Measure (Lag): Increase clarity on the curriculum

Dates/Timeframes: 09/24-05/25

Staff Responsible for Monitoring: CIC, CIS, AP, Principal

Problem Statements: Student Success 4, 5, 10

Key Strategic Action 4 Details

Key Strategic Action 4: Math lessons will regularly incorporate hands on activities using manipulatives to help students move from concrete to abstract and increase oral language proficiency.

Progress Measure (Lead: MAP
SAVVAS Math progress checks

Outcome Measure (Lag): By the end of the 2025 school year, 60% of students will score at meets or above on MAP.

By the end of the 2025 school year, the amount of students in need of support in operations on CIRCLE will decrease from 70% to 50%.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: CIC, CIS, AP, Principal

Problem Statements: Student Success 4, 6, 10

Funding Sources: Instructional supplies - Math - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - $1,000, Math Manipulatives - 165/ES0 - ELL - 165.11.6399.00.142.25.ES0 - $750

Key Strategic Action 5 Details

Key Strategic Action 5: Systematic and explicit practice will be provided during the daily 80 minute math instruction block using the K-5 Problem Solving Model daily. The SAVVAS Math Curriculum will be implemented with fidelity using the district pacing guide.

Progress Measure (Lead: SAVVAS Progress checks and quick checks
MAP

Outcome Measure (Lag): By the end of the 2025 school year, 60% of students will score at meets or above on the EOY MAP.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: CIC, CIS, AP, Principal

Problem Statements: Student Success 4, 6, 10

Funding Sources: Toner for printers to print SAAVAS online resources - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - $3,000

Key Strategic Action 6 Details

Key Strategic Action 6: The STmath program will be used in grades K-5 to support critical thinking and problem solving skills. In addition, the campus will adopt the STmath problem solving process that is differentiated across grade levels and is available in both English and Spanish to provide students with strategies for mathematical processes.

Progress Measure (Lead: ST Math Reports

Outcome Measure (Lag): By the end of the 2025 school year, 70% of students will complete their STmath pathway.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: CIC, CIS, AP, Principal

Problem Statements: Student Success 2, 4, 6, 10

Key Strategic Action 7 Details

Key Strategic Action 7: The ESGI program will provide teachers with on-going formative assessments to differentiate and individualize instruction on math concepts in PK-1.

Progress Measure (Lead: ESGI Reports
CIRCLE
MAP

Outcome Measure (Lag): By the end of the 2025 school year, less than 50% of students will score in needs of support in operations on CIRCLE.

By the end of the 2025 school year, 55% of students will score at meets or above on the EOY MAP.

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Problem Statements: Student Success 3, 4, 6

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Office referrals increased to 477 during the 23-24 school year.   **Root Cause**: Self regulation techniques need to be consistently reinforced campus wide.

Problem Statement 3: In 23-24, the number of PreK students in need of support on the CIRCLE benchmark assessment for alliteration was 74%   **Root Cause**: Students often confuse alliteration with rhyming.

Problem Statement 4: In 23-24, the number of PreK students in need of support on CIRCLE Math, in the area of operations was 70%.   **Root Cause**: Students struggle with identifying operation symbols, reverse counting, and matching quantities.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5,   **Root Cause**: Our students struggle with foundational reading skills and comprehension.

Problem Statement 6: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the math assessment in grades 1-5.   **Root Cause**: Students struggle with fact fluency and multi-step problems.

Problem Statement 10: In 23-24, students in grades 3-5 scored below the district average on STAAR Math, 3rd was 70%, 4th was 65%, and 5th was 73%.   **Root Cause**: Math manipulatives were not utilized effectively to build conceptual knowledge.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: PPES will create a partnership with community members to provide students with an opportunity to interact with a variety stakeholders through guest speakers and face to face experiences.
     Progress Measure (Lead: Event Agendas
     Outcome Measure (Lag): Each grade level will have at least one experience or guest speaker presentation by May 2025.
     Dates/Timeframes: 9/24-5/25
     Staff Responsible for Monitoring: Counselors, APs, Principal
     Collaborating Departments: Community Stakeholders
 	
     Problem Statements: Student Success 16

Key Strategic Action 2 Details

Key Strategic Action 2: Progress Monitoring occurs for students to provide focused instruction to close the gaps. Additional paraprofessionals are campus funded to reduce small group size during instruction.
     Progress Measure (Lead: Student Data Tracking Folders
 MAP
 CIRCLE
 SAVVAS reports
 Benchmark data
 Intervention data tracking sheets
     Outcome Measure (Lag): Increase in student achievement
     Dates/Timeframes: 08/24-05/25
     Staff Responsible for Monitoring: AP, Principal
 	
     Problem Statements: Student Success 3, 5, 6

Key Strategic Action 3 Details

Key Strategic Action 3: Morning and after-school tutoring, as well as, STAAR Boot camp will be available for students to close the gaps in reading and math.

Progress Measure (Lead: Attendance Logs
Sirius Data

Outcome Measure (Lag): Increase in student achievement

Dates/Timeframes: 9/2/24-5/16/25

Staff Responsible for Monitoring: Principal, APs, CIS

Problem Statements: Student Success 10, 11

Funding Sources: Instructional supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - $1,200, Toner for printer to print digital resources for hands on practice - 211 - ESEA, Title I Part A - 211.11.6394.00.142.30.000 - $500

Key Strategic Action 4 Details

Key Strategic Action 4: Multi-Tiered Systems of Support (MTSS) are implemented and monitored monthly for effectiveness for students that fall below the 31% on the MAP universal screener.

Progress Measure (Lead: SSRS Reports
Meeting Minutes
MAP

Outcome Measure (Lag): increase in student achievement

Dates/Timeframes: 08/24-05/25

Staff Responsible for Monitoring: Teacher, CIS, AP, Principal

Problem Statements: Student Success 5, 6, 14

Goal 4 Problem Statements:

Student Success

Problem Statement 3: In 23-24, the number of PreK students in need of support on the CIRCLE benchmark assessment for alliteration was 74%   **Root Cause**: Students often confuse alliteration with rhyming.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5,   **Root Cause**: Our students struggle with foundational reading skills and comprehension.

Problem Statement 6: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the math assessment in grades 1-5.   **Root Cause**: Students struggle with fact fluency and multi-step problems.

Problem Statement 10: In 23-24, students in grades 3-5 scored below the district average on STAAR Math, 3rd was 70%, 4th was 65%, and 5th was 73%.   **Root Cause**: Math manipulatives were not utilized effectively to build conceptual knowledge.

Problem Statement 11: In 23-24, students in grades 3-5 scored below the district average on STAAR Reading, 3rd was 76%, 4th was 82%, and 5th was 78%.   **Root Cause**: Students did not spend enough time in the collaborative phase of instruction, with the teacher not shifting the work load to students. Many students are reading below grade level, as well.

Student Success

Problem Statement 14: During the 23-24 school year, Pershing Park's special populations to include Emergent Bilinguals, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. Two subgroups, white and African American students, did not make adequate growth. **Root Cause**: Need for increased collaboration and streamline scheduling to ensure students are not missing tier-one grade level content due to services.

Problem Statement 16: Students continue to struggle on state assessments, therefore, enhancing the need for additional parent and community involvement to assist in providing support to students when not on campus. **Root Cause**: The rigor of the curriculum continues to increase.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: PPES creates and fosters a positive school culture by recognizing staff members throughout the school year for their accomplishments through shout outs, personalized notes, and staff member of the month.
    Progress Measure (Lead: During the 2025 school year, staff will be recognized for their accomplishments which will result in maintaining the high teacher retention rate established.
    Outcome Measure (Lag): High staff retention rate
    Dates/Timeframes: 08/24-5/25
    Staff Responsible for Monitoring: APs, Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Human Capital 1

Key Strategic Action 2 Details

Key Strategic Action 2: Team building activities are conducted regularly to build positive relationships campus wide.
    Progress Measure (Lead: During the 2025 school year, staff will participate in engage, explore, and launch activities to build relationships.
    Outcome Measure (Lag): Increase in staff retention rate
    Dates/Timeframes: 08/24-5/25
    Staff Responsible for Monitoring: APs, Principal
    Collaborating Departments: Counselors
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Human Capital 1

Goal 1 Problem Statements:

Human Capital
Problem Statement 1: Thirty-one percent of teacher have 5 or less years of teaching experience.   **Root Cause**: There are fewer highly-qualified applicants with more than five years of experience.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details

Key Strategic Action 1: PPES attends the district job fairs recruit highly qualified staff and actively monitors the Frontline Hiring System if a vacancy arises.
    Progress Measure (Lead: During the 2025 school year, administrative and support staff will conduct interviews of highly qualified individuals as need to fill vacancies.
    Outcome Measure (Lag): Pershing Park will attend all hiring events.
    Dates/Timeframes: 08/24-5/25
    Staff Responsible for Monitoring: APs, Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Human Capital 1

Key Strategic Action 2 Details

Key Strategic Action 2: New teachers are provided mentors to ensure that there is on-going support. In addition to the mentor, master teachers are observed every month by struggling teachers.
    Progress Measure (Lead: Modeling will increase teacher clarity and result in an increase of student achievement in summative and formative data.
    Outcome Measure (Lag): Pershing Park will maintain an 80% or higher retention rate.
    Dates/Timeframes: 08/24-5/25
    Staff Responsible for Monitoring: AP's, Principal
    Collaborating Departments: CIS/CIC
 	
    Problem Statements: Human Capital 1

Key Strategic Action 3 Details

Key Strategic Action 3: Leadership meetings are held to monitor the effectiveness of school programs.

Progress Measure (Lead: Instructional Leadership meetings are held twice a month.

Special education meetings are held monthly.

Administrative meetings are held weekly.

Counseling meetings are held monthly.

Outcome Measure (Lag): Meetings with administrative and administrative support team members will result in increased alignment with all stakeholders.

Dates/Timeframes: 09/24-05/25

Staff Responsible for Monitoring: APs, Principal

Collaborating Departments: CIS, CIC, Counselor, Librarian, Special Program Facilitator, SPED teachers, Campus Technologist

Problem Statements: Student Success 3, 4, 5, 6, 7, 8, 9

Goal 2 Problem Statements:

Student Success

Problem Statement 3: In 23-24, the number of PreK students in need of support on the CIRCLE benchmark assessment for alliteration was 74% **Root Cause**: Students often confuse alliteration with rhyming.

Problem Statement 4: In 23-24, the number of PreK students in need of support on CIRCLE Math, in the area of operations was 70%. **Root Cause**: Students struggle with identifying operation symbols, reverse counting, and matching quantities.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5, **Root Cause**: Our students struggle with foundational reading skills and comprehension.

Problem Statement 6: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the math assessment in grades 1-5. **Root Cause**: Students struggle with fact fluency and multi-step problems.

Problem Statement 7: The majority of students in K-2 scored intermediate or lower on TELPAS Reading and Writing. **Root Cause**: Summit K-12 was not used with fidelity to help familiarize students with the test format and beneficial testing strategies.

Problem Statement 8: In grades 3-5, most students scored intermediate or lower on the TELPAS Speaking and Writing tests. **Root Cause**: Summit K-12 was not used with fidelity to help familiarize students with the test format and beneficial testing strategies.

Problem Statement 9: In 23-24, 56% of students did not meet the approaches level on the STAAR Science test. **Root Cause**: Students are not receiving enough hands-on experiences to solidify the learning .

Human Capital

Problem Statement 1: Thirty-one percent of teacher have 5 or less years of teaching experience. **Root Cause**: There are fewer highly-qualified applicants with more than five years of experience.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: PPES will provide on-campus professional development sessions in identified areas of need and support teachers in attending conferences, such as Seidlitz, CAMT, Lead4ward, GT, and CAST.
 	
    Progress Measure (Lead: SAVVAS Training
    Seidlitz Math Vocabulary Training
    Lead4ward Math Academy
    Lead3ward Literacy Academy
    CAMT
    GT
    CAST
    TCASE - Bright Ideas
    Outcome Measure (Lag): Increase in teacher clarity resulting in high quality Tier I instruction to ensure an increase in student achievement.
    Dates/Timeframes: 08/24-05/25
    Staff Responsible for Monitoring: CIC, CIS, AP, Principal
 	
    Problem Statements: Human Capital 1
    Funding Sources: Approved Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.142.30.000 - $2,000

Key Strategic Action 2 Details

Key Strategic Action 2: PPES Campus Admin. will attend and collaborate with teachers and paraprofessionals to ensure clarity of the curriculum and internalization of lesson implementation.
    Progress Measure (Lead: Data PLCs are held with teachers weekly.
    Grade Level Planning PLCs are held weekly with teachers.
    Vertical Alignment meetings are held monthly.
    Outcome Measure (Lag): Lesson Internalization Plan
    Data Protocol Forms
    Meeting Agendas and minutes
    Dates/Timeframes: 08/24-05/25
    Staff Responsible for Monitoring: APs, Principal
    Collaborating Departments: CIC/CIS
 	
    Problem Statements: Human Capital 2

Key Strategic Action 3 Details

Key Strategic Action 3: The Campus Instructional Specialist and Instructional Coaches will provide on-going campus professional development as determined by campus data and provide specific and individualized feedback, coaching, and model lessons to teachers using the Get Better Faster Coaching Model.

> **Progress Measure (Lead:** GBF Coaching Folder
> Sign-In Sheets for PD Sessions
>
> **Outcome Measure (Lag):** Increase in teacher efficacy
>
> **Dates/Timeframes:** 08/24-05/25
>
> **Staff Responsible for Monitoring:** CIC,CIS,AP,Principal
>
> **Problem Statements:** Human Capital 1
>
> **Funding Sources:** Campus Instructional Specialist Salary - 211 - ESEA, Title I Part A - 211.13.6119.00.142.30.000 - $96,300

Key Strategic Action 4 Details

Key Strategic Action 4: PPES will collaborate with the district's Multi-lingual services to ensure that the dual language, late exit bilingual, and ESL programs are implemented successfully.

> **Progress Measure (Lead:** Bi-literacy Walks
> PLCs
> Walkthroughs
> LPAC Meetings
> PD Sessions for Bilingual/ESL Teachers
>
> **Outcome Measure (Lag):** Increased student achievement.
>
> **Dates/Timeframes:** 08/24-05/25
>
> **Staff Responsible for Monitoring:** Teacher, CIC, CIS, AP, Principal
>
> **Problem Statements:** Student Success 14, 15
>
> **Funding Sources:** Title III Symposium - 165/BI0 - Bilingual - 165.13.6411.00.142.25.BI0 - $10,000

Goal 3 Problem Statements:

Student Success

Problem Statement 14: During the 23-24 school year, Pershing Park's special populations to include Emergent Bilinguals, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. Two subgroups, white and African American students, did not make adequate growth.   **Root Cause**: Need for increased collaboration and streamline scheduling to ensure students are not missing tier-one grade level content due to services.

Problem Statement 15: The Emergent Bilingual population continues to grow, including students in grades 2-5 with little or no English proficiency.   **Root Cause**: There are many newcomers to Pershing Park, from their home countries, with limited English proficiency.

Human Capital

Problem Statement 1: Thirty-one percent of teacher have 5 or less years of teaching experience.   **Root Cause**: There are fewer highly-qualified applicants with more than five years of experience.

Human Capital
Problem Statement 2: Although data-tracking and CUA protocols were completed across grade levels, misconceptions were not internalized, resulting in a lack of targeted instruction.   **Root Cause**: Lack of effective planning for targeted, follow-up instruction using the data.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
Key Strategic Action 1: Teachers will be evaluated using the T-TESS appraisal system and will receive 4 walkthroughs and 2 coaching walkthroughs over the school year. **Progress Measure (Lead:** Eduphoria **Outcome Measure (Lag):** Increase in teacher efficacy. **Dates/Timeframes:** 08/24-05/25 **Staff Responsible for Monitoring:** AP, Principal **Problem Statements:** Student Success 9, 10, 11

Key Strategic Action 2 Details
Key Strategic Action 2: Paraprofessionals will be evaluated annually using the Auxiliary appraisal document in Eduphoria. **Progress Measure (Lead:** Eduphoria **Outcome Measure (Lag):** Increase in the effectiveness and performance of IAs. **Dates/Timeframes:** 08/24-05/25 **Staff Responsible for Monitoring:** AP, Principal **Problem Statements:** Student Success 10, 11

Key Strategic Action 3 Details
Key Strategic Action 3: PPES will elicit feedback from staff through the use of a beginning of the year and end of the year survey. **Progress Measure (Lead:** Survey results **Outcome Measure (Lag):** Staff will feel valued and have an opportunity to share their ideas. **Dates/Timeframes:** Fall Survey, Spring Survey **Staff Responsible for Monitoring:** AP, Principal **Problem Statements:** Human Capital 1, 2

Goal 4 Problem Statements:

Student Success
Problem Statement 9: In 23-24, 56% of students did not meet the approaches level on the STAAR Science test.   **Root Cause**: Students are not receiving enough hands-on experiences to solidify the learning .

Student Success

Problem Statement 10: In 23-24, students in grades 3-5 scored below the district average on STAAR Math, 3rd was 70%, 4th was 65%, and 5th was 73%. **Root Cause**: Math manipulatives were not utilized effectively to build conceptual knowledge.

Problem Statement 11: In 23-24, students in grades 3-5 scored below the district average on STAAR Reading, 3rd was 76%, 4th was 82%, and 5th was 78%. **Root Cause**: Students did not spend enough time in the collaborative phase of instruction, with the teacher not shifting the work load to students. Many students are reading below grade level, as well.

Human Capital

Problem Statement 1: Thirty-one percent of teacher have 5 or less years of teaching experience. **Root Cause**: There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: Although data-tracking and CUA protocols were completed across grade levels, misconceptions were not internalized, resulting in a lack of targeted instruction. **Root Cause**: Lack of effective planning for targeted, follow-up instruction using the data.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
Key Strategic Action 1: The Site-Based Decision Making Committee (SBDM) will hold a minimum of 6 meetings to monitor the effectiveness and alignment of resources and make data driven recommendations on future allocations of funds.   **Progress Measure (Lead:** SBDM Sign-in Sheets   Agendas   Minutes   **Outcome Measure (Lag):** Stakeholders will take part in the decision making process on the CIP and campus spending.   **Dates/Timeframes:** 08/24-05/25   **Staff Responsible for Monitoring:** Principal   **Problem Statements:** Student Success 16

Goal 1 Problem Statements:

Student Success
Problem Statement 16: Students continue to struggle on state assessments, therefore, enhancing the need for additional parent and community involvement to assist in providing support to students when not on campus.   **Root Cause**: The rigor of the curriculum continues to increase.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
Key Strategic Action 1: The principal will meet weekly with the principal secretary to review weekly spending and financial reports to monitor spending and ensure that funds have been used efficiently. Financial planning will be discussed after analyzing data to determine the current need.

> **Progress Measure (Lead:** Agenda
> Spending Spreadsheet on campus funds (199, 166, 211, 263, 165, 177)
> **Outcome Measure (Lag):** The campus will meet all district spending guidelines.
> **Dates/Timeframes:** 07/24-06/25
> **Staff Responsible for Monitoring:** Principal, Principal Secretary
>
> **Problem Statements:** Financial Stewardship 2

Goal 2 Problem Statements:

Financial Stewardship
Problem Statement 2: Not all available funds were used to purchase needed items.   **Root Cause**: Procedures for completing procurement forms and purchasing goods and services were unclear to new personnel.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
Key Strategic Action 1: PPES will host two sessions of the Title I Annual meeting to elicit feedback from stakeholders regarding the effectiveness of the program and to provide insight into future recommendations during the Fall Semester.

    Progress Measure (Lead: Agenda
Sign-In Sheet
After Action Report

    Outcome Measure (Lag): Pershing Park will meet the requirements for being a Title I campus.

    Dates/Timeframes: 09/24-10/24

    Staff Responsible for Monitoring: Principal

    Problem Statements: Student Success 16

Key Strategic Action 2 Details
Key Strategic Action 2: Pershing Park will seek input from stakeholders on the Parent Family Engagement Policy and Home School Compact by hosting two sessions in the Spring Semester.

    Progress Measure (Lead: Invitation
Sign-In Sheet
Agenda
After Action Report

    Outcome Measure (Lag): Pershing Park will have the input of stakeholders in enhancing the effectiveness of the partnership.

    Dates/Timeframes: 04/25

    Staff Responsible for Monitoring: Principal, AP

    Problem Statements: Student Success 16

Key Strategic Action 3 Details

Key Strategic Action 3: The Pershing Park Administrative team will communicate district and campus policies and ensure that staff members participate in all required training.
Progress Measure (Lead: Staff Handbook
Staff Meetings
Outcome Measure (Lag): The campus will have open communication and transparency.
Dates/Timeframes: 07/25-05/25
Staff Responsible for Monitoring: AP, Principal

Problem Statements: Student Success 4, 5, 6

Key Strategic Action 4 Details

Key Strategic Action 4: Staff, Student, and Parent surveys will be conducted to determine the state of the campus climate and culture.
Progress Measure (Lead: Survey Results
Outcome Measure (Lag): Pershing Park will have the involvement of stakeholders on improving the campus culture and climate.
Dates/Timeframes: 10/24-05/25
Staff Responsible for Monitoring: Principal

Problem Statements: Student Success 16

Goal 3 Problem Statements:

Student Success

Problem Statement 4: In 23-24, the number of PreK students in need of support on CIRCLE Math, in the area of operations was 70%. **Root Cause**: Students struggle with identifying operation symbols, reverse counting, and matching quantities.

Problem Statement 5: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the reading assessment in grades 1-5, **Root Cause**: Our students struggle with foundational reading skills and comprehension.

Problem Statement 6: The EOY MAP assessment indicates that less than 50% of students achieved meets or above on the math assessment in grades 1-5. **Root Cause**: Students struggle with fact fluency and multi-step problems.

Problem Statement 16: Students continue to struggle on state assessments, therefore, enhancing the need for additional parent and community involvement to assist in providing support to students when not on campus. **Root Cause**: The rigor of the curriculum continues to increase.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
Key Strategic Action 1: Pershing Park will have parent sessions on campus special programs, such as, IEP/504, Bilingual/ESL.

    Progress Measure (Lead: Sign- in Sheets

    Outcome Measure (Lag): Attendance will increase in the sessions by 10%.

    Dates/Timeframes: 08/24-05/25

    Staff Responsible for Monitoring: Teachers, CIC, CIS, Counselor, AP, Principal

    Problem Statements: Student Success 14, 16

Key Strategic Action 2 Details
Key Strategic Action 2: Pershing Park will monitor the implementation of the dual language program through walkthroughs, bi-literacy walks, and individual coaching sessions with teachers.

    Progress Measure (Lead: Walkthroughs

    Bi-literacy Walks

    Outcome Measure (Lag): 100% of bilingual classrooms in PK-1 will implement the dual language model.

    Dates/Timeframes: 08/24-05/25

    Staff Responsible for Monitoring: CIC, CIS, AP, Principal

    Collaborating Departments: Multi-lingual services

    Problem Statements: Student Success 15

Key Strategic Action 3 Details
Key Strategic Action 3: The PPES leadership team will ensure that staff members have appropriate knowledge of fiscal responsibilities and attend training sessions to ensure accountability of campus funds.

    Progress Measure (Lead: Funding Guidelines

    Funding Accounts

    Outcome Measure (Lag): Pershing Park will meet district spending guidelines.

    Dates/Timeframes: 08/24-06/25

    Staff Responsible for Monitoring: Principal, Principal Secretary

    Problem Statements: Financial Stewardship 1, 2

Goal 4 Problem Statements:

Student Success
Problem Statement 14: During the 23-24 school year, Pershing Park's special populations to include Emergent Bilinguals, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. Two subgroups, white and African American students, did not make adequate growth. **Root Cause**: Need for increased collaboration and streamline scheduling to ensure students are not missing tier-one grade level content due to services.
Problem Statement 15: The Emergent Bilingual population continues to grow, including students in grades 2-5 with little or no English proficiency. **Root Cause**: There are many newcomers to Pershing Park, from their home countries, with limited English proficiency.
Problem Statement 16: Students continue to struggle on state assessments, therefore, enhancing the need for additional parent and community involvement to assist in providing support to students when not on campus. **Root Cause**: The rigor of the curriculum continues to increase.

Financial Stewardship
Problem Statement 1: There were no processes in place for identifying the proper budget code to be used for obtaining a substitute for Professional Development. **Root Cause**: There was no procedure in place to relate the correct code to teachers when placing their absences.
Problem Statement 2: Not all available funds were used to purchase needed items. **Root Cause**: Procedures for completing procurement forms and purchasing goods and services were unclear to new personnel.