



PARKWAY ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

Table of Contents

Mission Statement	2
Vision	2
Campus Values	2
Comprehensive Needs Assessment	3
Demographics	4
Student Achievement	5
Campus Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goal 1 – Thriving Students	14
Goal 2 – Engaged Community	25
Goal 3 – Empowered Staff	34
Goal 4 – Safe and Healthy Environment	38
State Compensatory	47
Title I Schoolwide Elements	48
Addendums	51

Mission Statement

At Parkway Elementary, we empower our scholars with the academic skills and character strengths they need to become college and career-ready learners and leaders. Upon matriculation to middle school, more than 50 percent of our scholars will meet or exceed grade-level expectations in math and literacy, and demonstrate effective communication, and self-advocacy. Our teachers facilitate rigorous, grade-level instruction that empowers student voice and excellence.

Vision

At Parkway Elementary, we believe that all students will best learn, grow, and achieve our mission and graduate outcomes in an environment that is emotionally and physically safe, welcoming, equitable, and consistent.

Campus Values

We believe that all students will best learn, grow, and achieve our mission and graduate outcomes in an environment that is...

- **Emotionally and physically safe:** Student opinions and culture are valued. All mistakes are addressed in a way that honors the child's humanity and the learning opportunity that comes from our mistakes. Structures are in place to reinforce productive and safe conversations where they are encouraged to take risks and explore. Students develop strong relationships with their peers and the adults in the building to establish emotional security.
- **Welcoming:** At Parkway, we ensure that all students feel welcomed through strong adult relationships that empower leadership, trust, and an overall culture of positive support. Students are personally greeted and acknowledged multiple times positively and affirmatively. We embrace and value individuals' cultures, voices, opinions, and life experiences through campus programs and activities. Students are encouraged and motivated.
- **Equitable:** All students have equal access to grade-level content. We put a variety of supports in place to set all students up for success. All students matter and are valued. We find methods to ensure that all students have every accommodation and modification they need to succeed. All staff members firmly believe in doing whatever is necessary for every child to feel that they belong in this community. Students are empowered to experience and explore choices during their learning process.
- **Consistent:** We know that our students thrive on consistency and routine. We prioritize the consistent execution of routines, procedures, and rewards. Commitments to students are sacred and we ensure that we follow through every day. This builds safety and supports students in building strong habits that lead to excellence in academic and social settings.



Comprehensive Needs Assessment

Needs Assessment Overview

Parkway Elementary has made progress, moving from a D-rated campus in 2023-2024 to a C-rated campus in 2024-2025, reflecting upward growth and laying the foundation for continued success. For the 2024–2025 school year, the campus earned an accountability rating of 71. While this marks important progress, there is still a critical need to strengthen instructional practices and enhance student support systems in order to achieve higher academic outcomes and reach at least a B rating. Additionally, the campus has been identified as having targeted support needs for students who are continuously enrolled, requiring focused strategies to close achievement gaps and ensure equitable growth for all learners.

Demographics

Demographics Summary

Parkway Elementary School Profile

Parkway Elementary is located in **Fort Worth, Texas**, within **Tarrant County**, and is one of 17 campuses in the **Crowley Independent School District**. Parkway currently serves **440 students** in grades **Pre-K through 5th**, including a bilingual program.

Our school is proud to serve a diverse community of learners who represent a wide range of ethnic and cultural backgrounds. As of the **2024–2025 school year**, our student population is represented by the following demographics:

White	11	2.5%
American-Indian	6	1.4%
Asian	5	1.1%
Pacific Islander	1	0.2%
Black	156	36%
Hispanic	217	49%
Multi-Racial	15	3.9%

Emergent Bilingual: 195 (44%)

Special Education: 50 (8.8%)

Gifted/Talented: 65

At Risk: 232 (53%)

504: 6

Economically Disadvantaged: 358 (81.4%)

Total Students: 440

Identified Areas of Need:

1. Teacher Training and Professional Development

- Teachers need ongoing, targeted professional learning opportunities to enhance instructional strategies, lesson internalization, and data-driven decision-making.
- Structured onboarding and coaching are critical for new teachers to ensure alignment with campus and district goals.
- Professional development should emphasize evidence-based reading and math practices, differentiated instruction, small-group learning, and effective classroom management.
- Campus-based professional learning through **Professional Learning Communities (PLCs)** will be a priority, allowing teachers to collaborate, analyze student data, and improve practice together.
- The implementation of a **new practice-based model** will provide structured opportunities for resource creation, lesson planning, and lesson rehearsal, ensuring teachers are fully prepared to deliver rigorous instruction.

2. MTSS (Multi-Tiered System of Supports)

- Strengthen Tier 1 instruction to ensure all students have access to high-quality core instruction.
- Ensure Tier 2 and Tier 3 interventions are systematic, consistent, and progress-monitored, providing timely support to students who need it most.
- Streamline intervention schedules and progress-monitoring tools to inform instructional adjustments and maximize student growth.

3. Student Support, Tutorials and Interventions

- Focus on students who are below grade level in reading fluency, comprehension, and math problem-solving.
- Embed SEL (social-emotional learning) practices to support behavior and foster a safe, supportive learning environment.
- Enhance collaboration among classroom teachers, interventionists, and support staff to close learning gaps effectively.

Demographics Strengths

- Parkway Elementary strategically utilizes professional support to close learning gaps in our target groups, including Economically Disadvantaged, African American, and Hispanic students.
- The campus offers both a bilingual one-way program and a content-based ESL program to address the needs of Emergent Bilingual students.
- Student performance data shows progress toward meeting targeted performance goals across identified subpopulations.
- An active Parent Teacher Organization (PTO) supports the campus by addressing learner needs and enhancing school programs.
- The 21st Century program provides additional academic support and tutorials for Economically Disadvantaged students and families.
- Parkway fosters family engagement by hosting community events and activities at least twice per semester.

Student Achievement

Student Achievement Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		71	C	
Student Achievement		64	D	0%
STAAR Performance	37	64		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	61	68	D	
Relative Performance (Eco Dis: 89.6%)		70	C	✓
Closing the Gaps	38	72	C	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	163	163	45	-	371	
Approaches GL or Above	114	101	19	-	234	63%
Meets GL or Above	58	59	4	-	121	33%
Masters GL	25	26	1	-	52	14%
Total Percentage Points						110%
Component Score						37

1. Increase Student Achievement on Local and State Assessments

- Raise the percentage of students scoring *Meets* and *Masters* on district and state assessments.
- Increase the number of students likely to pass STAAR through data-driven instruction and targeted interventions.

2. Personalized and Differentiated Instruction for Continuously Enrolled Students

- Provide a targeted, skill-based, and differentiated learning environment that offers a more personalized experience for all learners.
- Strengthen the campus RTI plan with progress check-ins and fidelity checks during intervention periods.

3. Support for Emergent Bilingual Students

- Provide recurring RBIS professional development for teachers throughout the school year.
- Increase the number of staff with ESL certification and expand participation in ESL-focused training opportunities.
- Implement high-leverage SIOP strategies in PLCs and monitor their integration during instruction.

4. Attendance and Engagement

- Improve overall student attendance rates from 94.11% to 96%
- Decrease the number of students identified as chronically absent through proactive monitoring and family engagement.

5. Targeted Support for Underserved Subpopulations

- Provide additional academic and instructional supports for student groups that have not met performance targets for three or more consecutive years.
- Monitor student progress and adjust supports to close achievement gaps.
- Targeted support for students who are continuously enrolled at Parkway Elementary.

Student Achievement Strengths

- Hispanic and Emergent Bilingual (EB) student groups demonstrate an upward trend in 3rd grade in both Mathematics and Reading Language Arts (RLA).
- African American students showed an increase in Meets and Masters performance levels in 4th-grade Mathematics.
- 3rd grade scores are above the district average, with 70% of students performing at the Approaches level.
- 4th grade Mathematics scores were above the district average in both Approaches and Meets performance levels.
- 5th grade Reading scores are above the district average, with 70% of students performing at the Approaches level.

Campus Culture and Climate

Campus Culture and Climate Summary

Parkway Elementary has received the 21 Century Community Learning Center grant to provide academic, enrichment, parent involvement and college and career activities to seven campuses.

STEM PLUS INITIATIVE

The STEM Plus initiative is a cornerstone program within Crowley ISD, dedicated to equipping all students with high-quality, innovative STEM instruction. This initiative develops the skills, knowledge, and mindset necessary for success in STEM-related careers, while highlighting the real world impact of Science, Technology, Engineering, and Mathematics (STEM) on everyday life.

- Expanded Programs and Opportunities
- The Parkway Elementary offerings include:
- Girls in STEM (3rd–5th Grade)
- Young Men in STEM (3rd–5th Grade)
- These programs are enriched by year-round events and activities, such as:
- Year-Round STEM Days for all students
- STEM Wars, an annual district-wide competition
- comprehensive approach to ensure systems and interventions are in place to address student behavior through a Multi-Tiering
- System of Support (MTSS) with targeted interventions and supports aligned to campus data:
- Creation of a stipend for each campus to have a PBIS Champion, a teacher leader responsible for working with the MTSS Team to implement positive behavior interventions and supports on each campus PK-12.
- MTSS Teams on all campuses will analyze discipline data and identify appropriate interventions for Tier I-III students.

Campus Culture and Climate Strengths

- Behavioral Expectations: Guidelines for Success and CHAMPS models for behavior are being implemented with increasing fidelity across the campus.
- Student-Centered Practices: Instructional decisions are focused on student needs and equity, ensuring all learners are supported.
- Recognition Programs: Student recognition systems are in place to encourage and celebrate both academic and behavioral success.
- Instructional Resources: Staff access to high-quality instructional materials (HQIM) and additional curriculum resources has increased, strengthening teaching and learning.
- Safety and Security: Students report feeling safe due to regular lockdown and shelter-in-place drills, enhanced security monitoring, and classroom door-locking procedures.
- Community Partnerships:
 - Communities In Schools (CIS): Provides on-campus programs, counseling, and student supports.
 - 21st Century Program: Offers wraparound services, including tutoring, hot meals, and campus/community-based events.
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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The first-year teacher mentor program is designed to provide teachers with targeted and scaffolded support during the first year at Parkway Elementary. Teaching experience for Parkway teachers mirrors the averages across the state.

Our plans for 2025-26 include:

District Learning Academies:

- Crowley University
- New Professionals Orientation
- Newbie network
- Tips and Tools

Support for New Teachers:

- Every new teacher is given a mentor
- The mentor and new teacher attend district level training focusing on instructional strategies and classroom management
- Each campus has a mentor specialist to assist mentors
- New teachers to observe master teachers conduct throughout the year

Universal Screeners:

- MAP
- MCLASS

Next Level Mentors:

- Established MTSS Campus Representatives
- Established MTSS Lead
- MTSS committee meetings every 6-8 weeks

Staff Quality, Recruitment, and Retention Strengths

Parkway Elementary continues to ensure 100% of our instructional staff meet or exceed federal requirements for state licensure and certification standards.

The salaries for teachers for every experience level are at or above the state averages and remain competitive within our region.

Additional successes include:

- Established Teacher in Residence program for aspiring teachers
- Teacher Incentives Allotment (TIA) with 3 current teachers designated on campus

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Parkway Elementary believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Data-driven decisions are made for improvement through the adopted curriculum. Effective instructional methodologies, walk-through information, feedback from the teachers, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths

A variety of curriculum and instruction support has been implemented, updated, and revised or refined for 2025-26:

Curriculum guides for all core content areas for K-12 are available on the district website.

- Implementation of high-quality curriculum for core courses, including teacher training
- Science, ELAR and Math Instructional Specialist for primary level coaching and support
- Implementation of Blue Bonnet Math (grades K-5) to accelerate student achievement during Tier 1
- An interactive curriculum map is available in grades K-5, showing the scope and sequence for all core content areas in one document, posted on the C&I website
- Horizontal Alignment Team meetings continue to occur every 6-8 weeks, allowing teachers from across the district to collaborate and receive training on best practices during DLA sessions (District Learning Academy)

Parent and Community Engagement

Parent and Community Engagement Summary

Parkway Elementary values strong partnerships with parents, families, and community stakeholders as an essential part of student success. The campus provides a variety of opportunities to foster family involvement and community connection through events and programs that engage students both academically and socially.

The school hosts annual events such as the **Spring Carnival, Curriculum Carnival, Fall Festival, and Trunk-or-Treat**, which bring families together in a fun and welcoming environment. Family-focused activities, including the **Mother-Son Dance** and **Father-Daughter Dance**, strengthen school-home relationships, while student showcases such as the **Nutcracker performance** highlight student talents and provide meaningful opportunities for parent engagement.

In addition, Parkway partners with **Watch D.O.G.S. (Dads of Great Students)** and the **Parent Teacher Organization (PTO)** to encourage volunteerism and provide consistent support for both academic and extracurricular initiatives. The campus also benefits from its **21st Century Program**, which offers extended learning opportunities, tutoring, enrichment activities, and wraparound services to further connect families and students with the school community.

While Parkway offers a wide range of engagement opportunities, there is a continued need for **greater parent participation in curriculum-related matters**, including academic workshops, family learning nights, and collaborative opportunities to support student achievement. Strengthening this area will ensure families are not only engaged socially but also actively involved in supporting instructional goals.

Parent and Community Engagement Strengths

- Parkway celebrates multicultural events that highlight the diverse backgrounds of students and families.
- Partnership with Great Commission Baptist Church provides support through the Student of the Month recognition program, celebrating student achievement.
- Collaboration with Communities In Schools (CIS) offers counseling, resources, and wraparound support for students and families in need.
- Annual Career Fair engages community partners including the fire department, police station, veterinarians, local zoos, banks, and other local organizations, exposing students to a variety of career pathways.
- Strong parent involvement through organizations such as Watch D.O.G.S. and the Parent Teacher Organization (PTO), which actively support school initiatives and student events.
- The 21st Century Program provides extended learning opportunities, tutoring, enrichment activities, and community-based events to strengthen school-family partnerships.

School Context and Organization

School Context and Organization Summary

Parkway Elementary serves a diverse student population, fostering a welcoming and inclusive environment where every student feels valued. The school demonstrates strong organizational structures, including clearly defined leadership roles, effective communication channels, and collaborative decision-making processes. Teachers, staff, and administration work together to implement programs and initiatives that support both academic achievement and social-emotional growth. The school actively engages families and the community through partnerships, multicultural celebrations, and programs such as Student of the Month, ensuring a holistic approach to student development.

School Context and Organization Strengths

- Collaborative leadership and clear organizational structure.
- Strong family and community engagement, including partnerships with Great Commission and local organizations.
- Implementation of programs that celebrate multiculturalism and recognize student achievements such as Hispanic Heritage, Black History, Women's History, Veteran's Day and Student of the Month.
- Supportive and inclusive environment that prioritizes student well-being in CPOC and School Action Committee.
- Effective communication between staff, students, and parents with utilizing the campus Smore and Parent Link.

Technology

Technology Summary

Parkway Elementary integrates technology across classrooms to enhance learning, engagement, and teacher efficiency. Students utilize devices and educational software to reinforce literacy, math, and STEM skills, while teachers leverage digital platforms for lesson planning, assessments, and data tracking. Technology is incorporated into both core instruction and enrichment activities, supporting differentiated learning and 21st-century skill development.

Technology Strengths

- Access to devices and digital tools for students and teachers such as document cameras, projectors and chromebooks..
- Effective use of technology for individualized instruction and data-driven decision-making.
- Integration of STEM-focused programs and interactive educational software.
- Technology supports both classroom learning and administrative efficiency.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data

- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

Goal 1 – Thriving Students

Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Integrate STEM-based learning experiences (Panther Game Room, robotics, science fairs, coding activities). Title 1: \$1,500 Expected Result/Impact: Increased student engagement and improved problem-solving skills; higher achievement in science and math benchmarks. Staff Responsible for Monitoring: Principal, Assistant Principal, STEM lead teacher, grade-level teams.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Expand literacy through campus-wide reading initiatives (PAWS writing system, monthly literacy challenges). Title 1: \$500	%			

Expected Result/Impact: Increased reading proficiency; higher STAAR reading outcomes, and MAP growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Reading specialist, classroom teachers, librarian.				
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Strategy 3 Details	Reviews			
Strategy 3: Provide enrichment opportunities through clubs and partnerships (student council, chess club, art showcases, partnerships with local organizations). Title 1: \$500 Expected Result/Impact: Students demonstrate leadership, teamwork, and communication skills. Staff Responsible for Monitoring: Campus club sponsors, counselor, administration	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district-aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly PLCs for vertical alignment, lesson rehearsal resource creation and navigating misconceptions. Title 1: \$500 Expected Result/Impact: Teachers deliver consistent, aligned instruction across grade levels. Staff Responsible for Monitoring: Principal, instructional coaches, team leaders	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Utilize instructional technology and adaptive programs (iExcell, Amplify Boost, Imagine Math, Class Dojo) to support diverse learners. Title 1: \$500 Expected Result/Impact: Reduced achievement gaps among student groups during STAAR and MAPs assessments. Staff Responsible for Monitoring: Classroom teachers, instructional technologist, and administration.	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Provide targeted interventions, Saturday School and after-school tutorials through MTSS and small-group instruction. Title 1: \$4,500 Expected Result/Impact: Growth in student progress measures and intervention effectiveness. Staff Responsible for Monitoring: Classroom teachers, instructional technologist, and administration.	%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future-ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Promote college and career awareness through College Spirit Days, career speakers, and STEM strategies. Title 1: \$250 Expected Result/Impact: Students build awareness of postsecondary pathways and develop self-advocacy skills. Staff Responsible for Monitoring: Counselor, STEM coordinator, classroom teachers.	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement goal-setting and student-led conferences. Title 1: \$250 Expected Result/Impact: Students take ownership of learning, tracking academic and SEL goals. Staff Responsible for Monitoring: Teachers, counselor, administration.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide real-world problem-solving tasks across subjects. Title 1: \$250 Expected Result/Impact: Increased student readiness for higher-order thinking and application-based assessments. Staff Responsible for Monitoring: Teachers, instructional coach.	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2 – Engaged Community

Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 1: Host family engagement events (STEM Night, Literacy Night, Math Games Night, Heritage Celebrations, STAAR Night, Curriculum Night) Title 1: \$500 Expected Result/Impact: Increased family participation and stronger home–school connections. Students will benefit from academic enrichment and families will feel more equipped to support learning at home. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coaches, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 2: Provide parent workshops (supporting literacy at home, digital learning, positive behavior). Title 1: \$250 Expected Result/Impact: Parents will gain tools and strategies to support their children’s success academically, socially, and emotionally. Improved parent confidence will lead to higher student achievement and stronger partnerships. Staff Responsible for Monitoring: Principal, Assistant Principal, (CIS) Parent Liaison, Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Parkway’s Parent Volunteer Program. Title 1: \$250 Expected Result/Impact: Increased volunteer presence will enhance school culture, provide additional student support, and build stronger community ownership of student success. Staff Responsible for Monitoring: Principal, Assistant Principal, (CIS) Parent Liaison, Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students [and staff](#).

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner’s experience.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Partner with local businesses and churches for mentoring, tutoring, and student incentives. Title 1: \$250 Expected Result/Impact: Students will gain access to mentors, academic support, and recognition opportunities, strengthening motivation and connections between school and community. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Communities In Schools (CIS) Coordinator	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews
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Strategy 2: Collaborate with local universities for student teachers, STEM events, and college exposure. Title 1: \$250 Expected Result/Impact: Students will gain early exposure to higher education and STEM fields, increasing readiness for future academic pursuits. Teachers will benefit from added support from university partners Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Create and supply the Panther Store for PBIS academic and student behavioral recognition. Title 1: \$1,000 Expected Result/Impact: Students will be consistently motivated and rewarded for positive behavior and academic success, while community members remain actively invested in school culture. Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Team	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources:

Strategy 1 Details	Reviews
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Strategy 1: Provide weekly family communication via newsletters, social media, Class Dojo, Facebook, and Instagram. Title 1: \$250 Expected Result/Impact: Families will remain informed, connected, and engaged in campus activities, resulting in improved attendance, student participation, and family satisfaction. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Translate all communication, graphics and event invites into Spanish and other languages as needed. Title 1: \$100 Expected Result/Impact: Increased inclusivity and equitable access to information for all families, leading to higher engagement and stronger trust with non-English speaking families. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Bilingual / ESL Liaison, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Spotlight students and staff through digital platforms and community partnerships. Title 1: \$100 Expected Result/Impact: Enhanced school pride and morale as accomplishments are highlighted. Stronger family and community investment in student learning and staff excellence. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide campus-based PD aligned with district goals (literacy, data-driven instruction, SEL). Title 1: \$250 Expected Result/Impact: Teachers will strengthen instructional practices, increase student achievement, and integrate SEL into daily learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Implement instructional coaching cycles with actionable feedback. Title 1: \$50 Expected Result/Impact: Teachers will receive individualized support, improving classroom instruction and ensuring effective strategies are consistently applied. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new-to-campus staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement a Parkway New Teacher Academy with mentoring, monthly check-ins, and peer support. Title 1: \$100 Expected Result/Impact: New staff will feel supported, leading to improved teacher retention, confidence, and effectiveness in the classroom. Staff Responsible for Monitoring: Principal, Assistant Principal, Mentor Teachers, Instructional Coaches	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide quarterly professional learning and team-building sessions tailored to new staff needs. Title 1: \$100 Expected Result/Impact: Strengthened collaboration, early problem-solving, and consistent alignment with campus expectations and instructional priorities. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Develop teacher leaders through committees (safety, academics, culture). Title 1: \$500 Expected Result/Impact: Teachers will grow leadership capacity and ownership in decision-making, resulting in increased staff morale and collective responsibility for school success.	%			

Staff Responsible for Monitoring: Principal, Assistant Principal, Committee Chairs				
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Strategy 2 Details	Reviews			
Strategy 2: Provide leadership pathways such as the Positive Behavior Teacher leader (Grade-level leaders, PD facilitators). Title 1: \$500 Expected Result/Impact: Teachers will have opportunities to develop leadership skills, which supports career growth and increases retention of high-performing staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teacher Leaders	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Establish teacher-led initiatives (student clubs, service projects, campus events). Title 1: \$1,000 Expected Result/Impact: Teachers will feel empowered to innovate and contribute beyond the classroom, strengthening student experiences and campus culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Leaders	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Conduct safety drills with fidelity, update crisis protocols for all stakeholders, and train staff. Title 1: \$50 Expected Result/Impact: Students and staff will be prepared to respond appropriately in emergency situations, creating a safer campus environment. Increased staff confidence and student familiarity with procedures will reduce panic and ensure orderly responses. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, Safety Committee, CISD Police Department	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS through Panther Store and student recognition systems. Title 1: \$1,000 Expected Result/Impact: Improved student behavior and campus climate, with increased student motivation, decreased office referrals, and stronger positive relationships between staff and students. Recognition systems will reinforce desired behaviors and promote a culture of respect and responsibility. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, PBIS Team	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Establish a Positive Behavior Interventions & Supports (PBIS) system campus-wide. Title 1: \$250 Expected Result/Impact: Reduction in discipline infractions and out of school suspension for learners. Recognition of positive behavior will boost morale and engagement. Staff Responsible for Monitoring: PBIS Committee (Teachers, Counselor, Administrator)	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide SEL-focused assemblies and counselor lessons through the character strong programming. Title 1: \$250 Expected Result/Impact: Improved student behavior and reduced disciplinary incidents. Increased student engagement and self-regulation skills. Stronger teacher-student relationships.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: PBIS Committee (Teachers, Counselor, Administrator)				
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Strategy 3 Details	Reviews			
Strategy 3: Provide targeted interventions for students demonstrating social-emotional or behavioral challenges. Title 1: \$250 Expected Result/Impact: Reduction in chronic absenteeism and behavioral challenges. Improved social-emotional skills for students requiring extra support. Staff Responsible for Monitoring: PBIS Committee (Teachers, Counselor, Administrator)	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Host regular family engagement events to build community. Title 1: \$250 Expected Result/Impact: Strengthened family-school partnerships. Increased family engagement and participation in school events. Improved communication and trust between school and families. Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Committee	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Enhance campus safety measures and welcoming practices. Title 1: \$1,250 Expected Result/Impact: Students and staff feel safe and valued. Reduced safety incidents and improved campus climate survey results. Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Committee	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Launch a Staff Wellness Program. Title 1: \$250 Expected Result/Impact: Increased staff engagement and reduced burnout. Improved morale and sense of community among staff. Higher staff retention and satisfaction. Staff Responsible for Monitoring: Principal, Assistant Principal, Wellness Committee	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate staff recognition and appreciation initiatives. Title 1: \$250 Expected Result/Impact: Strengthened staff morale and sense of belonging. Increased motivation and collaboration. Positive workplace culture supporting staff wellness. Staff Responsible for Monitoring: Principal, Assistant Principal, Wellness Committee	Formative			Summative
	Nov	Feb	May	July
	%			

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State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		1
Victoria Midence	Teacher Development & Student Intervention -Math	1
Brandon Wheaton	Teacher Development & Student Intervention -RLA	1
Felcia Hobson	Teacher Development & Student Intervention -Science	1
Debra Kneeland	21st Century Coordinator	1

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state-mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.3: Available to parents and the community in an understandable format and language

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.6: Address needs for all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer a flexible number of parent involvement meetings

[illegible]

Targeted Improvement Plan for Continuously Enrolled Students

Parkway Elementary is required to develop a Local Improvement Plan as identified by the Texas Education Agency (TEA) in response to performance data for the target area of students who are continuously enrolled. TEA's analysis highlights the need to strengthen academic growth and achievement for this group, ensuring that students who remain enrolled at Parkway consistently demonstrate progress across grade levels. The plan will focus on closing learning gaps, providing targeted interventions, and implementing strategies that promote sustained success, so that our continuously enrolled students meet and exceed state expectations.

[Local Improvement Plan 2025-2026](#)

Parkway Local Improvement Plan (LIP)

2025-2026

Parkway Elementary is required to develop a Local Improvement Plan as identified by the Texas Education Agency (TEA) in response to performance data for the target area of students who are continuously enrolled. TEA's analysis highlights the need to strengthen academic growth and achievement for this group, ensuring that students who remain enrolled at Parkway consistently demonstrate progress across grade levels. The plan will focus on closing learning gaps, providing targeted interventions, and implementing strategies that promote sustained success, so that our continuously enrolled students meet and exceed state expectations.

Campus Data Snapshot

- Overall Rating: Increased from 67 → 71
- Strengths: Growth in overall student achievement, improvement in early literacy scores, and stronger family engagement programs.
- Primary Concern: Continuously enrolled students (CE) are underperforming compared to new or mobile students, particularly in reading and math.
- Root Cause Analysis:
 - Instructional gaps not being closed over multiple years.
 - Inconsistent intervention follow-through.
 - Lack of sustained progress monitoring for CE subgroup.
 - Teacher turnover impacting instructional continuity.

Campus Goals & Performance Objectives

Goal 1: Improve Academic Achievement for Continuously Enrolled Students

- Target: Increase CE subgroup STAAR Reading and Math proficiency by 10% by May 2026.
- Strategies:
 1. Implement tiered small-group instruction with progress monitoring every 3 weeks.
 2. Strengthen intervention block with fidelity checks (principal/AP walkthroughs, data team reviews).
 3. Provide after-school tutoring targeted specifically at CE subgroup students.
 4. Use adaptive software (iStation, DreamBox, etc.) consistently with weekly monitoring of CE student usage and growth.

Goal 2: Strengthen Teacher Capacity and Instructional Consistency

- Target: 100% of teachers will receive training and coaching in differentiated instruction and data-driven planning by December 2025.
- Strategies:
 1. Create data PLCs every 3 weeks focused on CE subgroup performance.
 2. Pair new teachers with experienced mentors to reduce instructional gaps from turnover.
 3. Conduct learning walks with instructional coaches to provide real-time feedback.
 4. Provide ongoing professional development in high-yield strategies (e.g., guided reading, math problem-solving routines).

Goal 3: Enhance Student Engagement and Ownership

- Target: Reduce CE subgroup discipline referrals by 10% and increase attendance to 95%+.
- Strategies:
 1. Launch a student goal-setting program where CE students track reading/math progress.
 2. Create student recognition systems (weekly shout-outs, reading achievement badges).
 3. Implement social-emotional learning (SEL) lessons weekly to build resilience and motivation.

Goal 4: Increase Family and Community Engagement

- Target: 90% of families of CE subgroup students will participate in at least one academic-focused family engagement event by May 2026.
- Strategies:
 1. Host family academic nights (literacy/math focus) with practical at-home strategies.
 2. Provide monthly CE family progress reports with strengths, needs, and suggested supports.
 3. Strengthen partnerships with community organizations for tutoring and mentoring.

Progress Monitoring

- Every 3 weeks: Review CE student progress data in reading/math (common assessments, MAP, Fall and Spring Benchmark reports).
- Each grading period: Leadership team analyzes subgroup performance; adjust interventions as needed.
- Mid-Year (January 2026): Formal review of CIP with staff and community advisory team.

Resources Needed

- Instructional software licenses for targeted practice.
- Funding for after-school tutoring stipends.
- Professional development budget for differentiation & data-driven instruction.
- Materials for family engagement events (take-home kits, literacy/math games).