Lewisville Independent School District

Parkway Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parkway Elementary serves 550 students in grades K-5. The demographics of Parkway students are 63.09% Hispanic, 15.45% are White, 8.73% are Asian, 9.64% are African American, 2.73% are two or more races, .36% are Pacific Islanders. 55.09% of the students are male and 44.91% are female, 51% are Emerging Bilinguals,52% participate in the Dual-Language program. 71.92% are economically disadvantaged, 59.21% are at-risk, 29.92% are special education

Parkway staff consists of:

32 regular education classroom teachers, 2 communications teachers, 1 art, 1 music, 1 PE, 1 stem teacher, 1 librarian, 6 SDI teachers, 1 LAS teacher, 1 GT teacher, 1.75 MTA teachers, 1 counselor, 12 instructional aides, 2 speech and language teachers, 3 office staff, 1 nurse, 1 CIS staff member, 1 technology staff, 1 Dean of Students, 1.5 Assistant Principals

Demographics Strengths

At Parkway Elementary:

- 96.60% of students showed regular attendance in 2025-26 school year
- Parkway is a very diverse school, we appreciate the culture and traditions that our students bring to the campus
- We continue to serve students in our dual program that are Spanish language learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance.
Root Cause: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.

Student Learning

Student Learning Summary

- **Overall Achievement:** State standardized testing data indicates ~40% of students perform at or above proficient/Meets Grade Level in Reading/Language Arts (RLA) and ~36% in Mathematics.
- **Subject Breakdown:**
    - **RLA:** Shows stronger performance in basic comprehension ("Approaches Grade Level"), but lower mastery rates in multi-paragraph constructed responses.
    - **Math:** Performance drops noticeably in conceptual problem-solving and multi-step word problems, particularly in 3rd and 4th grade STAAR Math components.
- **Academic Growth:** Domain 2 (School Progress) indicates steady year-over-year individual growth, but performance gaps persist when moving students from "Approaches" to "Meets" or "Masters" Grade Level.

Student Learning Strengths

The campus demonstrates steady year-over-year individual academic growth (Domain 2), indicating that current instructional efforts are successfully moving students forward academically, even if they have not yet crossed the "Meets" threshold.

Students display strong foundational skills in basic reading comprehension, allowing a solid base of students to successfully reach the "Approaches Grade Level" standard in Reading/Language Arts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 40% of students achieve "Meets Grade Level" or higher on STAAR Mathematics, with a notable decline in multi-step word problem accuracy in grades 3-5.
Root Cause: Campus-wide instructional practices do not consistently balance procedural fluency with visual, conceptual, and higher-order thinking strategies necessary for complex mathematical reasoning. Math instruction relies too heavily on algorithmic practice rather than visual/conceptual frameworks , leaving students unprepared for complex problem-solving on redesigned STAAR items.

School Processes & Programs

School Processes & Programs Summary

PLCs meet regularly, but focus predominantly on broad unit planning rather than granular student work analysis or targeted data-driven re-teaching.

Response to Intervention systems are implemented, but scheduling conflicts occasionally limit dedicated Tier 2 intervention time without interrupting core Tier 1 instruction.

The campus benefits from experienced teachers and manageable class sizes, but staff indicate a need for more targeted professional development around bilingual/ESL shelter strategies and use of math manipulatives/ resources for small group intervention.

School Processes & Programs Strengths

The campus maintains dedicated professional structures, including regular PLCs and an active MTSS/RTI framework, supported by an experienced teaching staff and a low student-to-teacher ratio.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2 and Tier 3 MTSS intervention schedules are inconsistently executed across grade levels, resulting in delayed support for academically at-risk students.
Root Cause: Frequent pull-out interventions during core instructional time fragment student learning, resulting in students missing essential, whole-group Tier 1 content and language access.

Perceptions

Perceptions Summary

Parent and staff perceptions consistently highlight a strong sense of community, highly dedicated teachers, and a safe, nurturing campus atmosphere.

Operational practices align with the campus mission and LISD's belief that safe, supportive environments fuel well-being.

The campus utilizes **Safe and Civil Schools** frameworks and **Restorative Practices** to maintain a positive climate and reduce classroom disruptions.

Automated digital platforms and printed materials are provided in both English and Spanish.

Campus advisory committees (Building Leadership Team/BLT) include direct parent representation to co-design campus priorities.

Non-English-speaking households and parents of academically at-risk students demonstrate lower participation in formal academic decision-making events.

Digital-heavy communication platforms present language barriers, driving the CIP strategy to expand face-to-face, translated "Academic Parent Nights".

Parkway actively coordinates with district-partnered agencies including **Communities In Schools (CIS)**, Christian Community Action (CCA), and United Way to provide food, emergency assistance, and mental health resources to its **71.92% Economically Disadvantaged** student body.

Volunteer recruitment is managed through LISD's VOLY background system, while on-campus CIS staff members manage daily wraparound supports for vulnerable student sub-populations.

Parkway maintains an impressive **96.60% regular attendance rate**.

Attendance clerk teams and counselors track attendance using RaaWee software and MTSS frameworks to address chronic absenteeism through early proactive interventions rather than punitive measures alone.

Teacher attribution rate is very low, with no turnover for the past 2 years.

Perceptions Strengths

Parent and staff surveys reflect strong community support, high praise for teacher dedication, and a welcoming school environment.

Student attendance generally tracks with district averages, though chronic absenteeism presents challenges within specific vulnerable student sub-groups.

Staff request more structured, restorative behavior support systems to manage classroom disruptions and consistent bilingual outreach to non-English speaking families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement and communication in academic decision-making remain low among non-English-speaking households and parents of academically at-risk students.
Root Cause: Campus communications and parent education workshops rely heavily on digital platforms in English, lacking structured, multilingual translation and face-to-face outreach tailored to diverse family needs.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance.

Root Cause 1: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 40% of students achieve "Meets Grade Level" or higher on STAAR Mathematics, with a notable decline in multi-step word problem accuracy in grades 3-5.

Root Cause 2: Campus-wide instructional practices do not consistently balance procedural fluency with visual, conceptual, and higher-order thinking strategies necessary for complex mathematical reasoning. Math instruction relies too heavily on algorithmic practice rather than visual/conceptual frameworks , leaving students unprepared for complex problem-solving on redesigned STAAR items.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier 2 and Tier 3 MTSS intervention schedules are inconsistently executed across grade levels, resulting in delayed support for academically at-risk students.

Root Cause 3: Frequent pull-out interventions during core instructional time fragment student learning, resulting in students missing essential, whole-group Tier 1 content and language access.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Family engagement and communication in academic decision-making remain low among non-English-speaking households and parents of academically at-risk students.

Root Cause 4: Campus communications and parent education workshops rely heavily on digital platforms in English, lacking structured, multilingual translation and face-to-face outreach tailored to diverse family needs.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	

Strategy 1: Shift students from passive receivers of instruction to active drivers of their own learning by teaching them how to monitor, reflect on, and adjust their cognitive processes and academic progress.
LIP STRATEGY: Aligned ESF Indicators:
4.1- Daily use of high-quality instructional materials
5.3- Data-driven instruction

Strategy's Expected Result/Impact: Greater student agency and ownership over learning outcomes; improved self-regulation; heightened ability for students to articulate their learning process during parent-teacher-student conferences. Student data folders and data meetings.

100% student participation in goal-tracking portfolios; measurable increase in student self-efficacy scores on annual school climate surveys.

Strengthen Tier 1 instruction by consistently implementing ELPS-aligned language supports, differentiated scaffolds, academic vocabulary development, and high-impact instructional practices across content areas to increase access to grade-level learning for Emergent Bilingual students.

LIP STRATEGY:
System Focus:

Reliable, timely data is used to identify student needs.
Structures exist to provide targeted intervention.

Tier 1 instruction consistently provides Emergent Bilingual students with the language supports and scaffolds needed to access grade-level content.

Teachers intentionally plan for language development within grade-level instruction rather than relying primarily on intervention or reteaching after students experience difficulty.

Consistency Looks Like:
Regular use of unit assessments, interim data, and progress monitoring tools.
Master schedules intentionally include time for targeted and class-wide intervention.
Visuals, models, and exemplars that support student understanding of grade-level content.
Purposeful sentence stems/frames that support students in explaining their thinking and participating in academic conversations.
Structured opportunities for academic discourse including partner talk, collaborative discussion, and opportunities to explain thinking.
Explicit academic vocabulary instruction connected to current grade-level standards and content.
Appropriate scaffolds that provide access to grade-level tasks without reducing the rigor of the standard.

Staff Responsible for Monitoring: classroom teachers, team leads, SDI team, GT facilitator, admin team, coaches

Title I:
2.52
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: All students and staff will have the materials and resources needed to carry out instruction, small groups, and intervention. This includes, but is not limited to consumables, non-consumables, online resources (IReady, pebble go, brain pop), and materials required by the TEKS, LISD curriculum, and STAAR. Students will have wired headphones with microphones to be able to test with their allowable accommodations. **Strategy's Expected Result/Impact:** 100% of students and instructional staff will be fully equipped with all required physical, digital, and assessment-related learning resources to support whole-group instruction, small-group learning, and targeted interventions throughout the school year. **Staff Responsible for Monitoring:** admin, coaches, classroom teachers, SDI, GT facilitator, paras **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** IReady Tool Box - 211 - Title I, Part A - 211 E 11 6399 00 124 7 24 124 842 0000 - $7,038, Wired Headphones with microphone - 211 - Title I, Part A - $0, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $4,674				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: By May 2027, 100% of grade-level/content PLCs will consistently engage in a structured lesson internalization and rehearsal process to ensure teachers deeply understand the standards, lesson purpose, rigor, anticipated student responses and misconceptions, and key instructional moves prior to lesson delivery. **Strategy's Expected Result/Impact:** Teachers will consistently engage in lesson internalization and rehearsal during PLCs to strengthen their understanding of the standards, instructional materials, lesson purpose, rigor, anticipated student responses and misconceptions, and opportunities for differentiation. Teachers will rehearse critical portions of upcoming lessons, receive feedback from peers and instructional leaders, and make instructional adjustments prior to lesson delivery. As a result, classroom instruction will demonstrate increased alignment to the intended rigor of the standards and adopted instructional materials, stronger questioning and checks for understanding, purposeful responses to student misconceptions, and increased student engagement and academic ownership. Campus leaders will monitor implementation and impact through PLC observations, One Vision Walkthrough data, student work, and formative assessment results. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Facilitator(s), and PLC/Team Leads **Title I:** 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students and Economically Disadvantaged populations show a persistent performance gap compared to campus-wide averages in STAAR Meets Grade Level performance. **Root Cause**: Tier 1 classroom instruction does not consistently integrate English Language Proficiency Standards (ELPS) strategies or differentiated scaffolding necessary to support academic vocabulary development for English learners across all content areas.
Student Learning
Problem Statement 1: Less than 40% of students achieve "Meets Grade Level" or higher on STAAR Mathematics, with a notable decline in multi-step word problem accuracy in grades 3-5. **Root Cause**: Campus-wide instructional practices do not consistently balance procedural fluency with visual, conceptual, and higher-order thinking strategies necessary for complex mathematical reasoning. Math instruction relies too heavily on algorithmic practice rather than visual/conceptual frameworks , leaving students unprepared for complex problem-solving on redesigned STAAR items.
School Processes & Programs
Problem Statement 1: Tier 2 and Tier 3 MTSS intervention schedules are inconsistently executed across grade levels, resulting in delayed support for academically at-risk students. **Root Cause**: Frequent pull-out interventions during core instructional time fragment student learning, resulting in students missing essential, whole-group Tier 1 content and language access.

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Conduct frequent, brief administrator and leadership walkthroughs using a standardized, non-punitive rubric focused solely on the implementation of target instructional strategies. Aggregate walkthrough data at the building level to drive immediate adjustments in professional development (PD) topics during PLC time. Aligned ESF Indicators: 5.2- Build teacher capacity through observation and feedback cycles (LIP STRATEGY). **Strategy's Expected Result/Impact:** Real-time diagnostic data on instructional trends across campuses; targeted professional learning built on actual teacher needs rather than assumptions; increased administrative visibility in classrooms Demonstrable growth in framework implementation scores (measured monthly via walkthrough data); high correlation between strategy implementation rates and grade-level student growth metrics. LIP STRATEGY: Instructional observation is frequent, focused, and feedback-driven to ensure daily fidelity of implementation, improved teacher practice and increased student outcomes. The right leaders are identified and deployed to provide high-quality feedback. Consistency Looks Like: Teachers receive actionable observation feedback at least weekly. Observation and feedback cycles are calibrated to high-quality instructional material delivery, instructional planning expectations, and student work evidence. **Staff Responsible for Monitoring:** admin team, ILT, school chief, reading and math coaches, L & T department **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Attend Lead4Ward workshops to achieve Data-Driven STAAR & Accountability Alignment: Lead4Ward focuses heavily on making sense of complex state standards and test data, will help target high-impact TEKS clusters and improve school accountability ratings, provides plug-and-play strategies that teachers can implement in Tier 1 instruction immediately. **Strategy's Expected Result/Impact:** Commit to a "train-the-trainer" model. Promise to share strategies, templates, and takeaways with your grade-level team, department, or during an upcoming PLC/staff meeting so the district gets maximum return on one ticket. **Staff Responsible for Monitoring:** 1 teacher per grade level 3-5 **Problem Statements:** Student Learning 1 **Funding Sources:** conference registration - 211 - Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Less than 40% of students achieve "Meets Grade Level" or higher on STAAR Mathematics, with a notable decline in multi-step word problem accuracy in grades 3-5. **Root Cause**: Campus-wide instructional practices do not consistently balance procedural fluency with visual, conceptual, and higher-order thinking strategies necessary for complex mathematical reasoning. Math instruction relies too heavily on algorithmic practice rather than visual/conceptual frameworks , leaving students unprepared for complex problem-solving on redesigned STAAR items.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Continue to train campus personnel on Safe and Civil Schools strategies and restorative behavior practices to maintain positive classroom culture. **Strategy's Expected Result/Impact:** Decreased discipline referrals and classroom disruptions as recorded in Skyward. Sustained student regular attendance rates exceeding the campus baseline target of 96.6%. **Staff Responsible for Monitoring:** Dean of Students, admin, coaches, attendance clerk, counselor **Title I:** 2.53 **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Tier 2 and Tier 3 MTSS intervention schedules are inconsistently executed across grade levels, resulting in delayed support for academically at-risk students. **Root Cause**: Frequent pull-out interventions during core instructional time fragment student learning, resulting in students missing essential, whole-group Tier 1 content and language access.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

Evaluation Data Sources: Scorecard measures to include attendance rate, student survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Establish bi-weekly interdisciplinary team reviews (counselor, teacher, administrator) analyzing real-time attendance and behavioral data to identify early risk flags. Implement daily morning meetings, hands-on learning tasks, and visual goal-setting boards in every classroom. Utilize school-wide SCS rewards (Panther Bucks, Pawsome Tickets, Positive Office Referrals) that recognize active participation and collaborative behaviors rather than just quiet compliance. **Strategy's Expected Result/Impact:** Office Discipline Referrals during non-structured times (recess, lunch, hallway transitions) drop from 92 to 82 ODRs. By linking early intervention with student responsibility, the campus builds a culture where presence creates belonging, and belonging drives presence. Over 2-3 years, this reduces academic learning gaps caused by lost instructional time while fostering self-directed, confident learners before they transition to middle school. **Staff Responsible for Monitoring:** admin, attendance clerk, counselor, CIS, classroom teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Translate all essential academic communications, surveys, and digital resources into key native languages (including Spanish). Host quarterly, interactive family learning events with live translation, child care, and actionable strategies and resources for supporting learning at home (Saturday Family Academy) Leverage CIS Communities In Schools staff, counselors, and attendance clerks to conduct direct outreach to families of chronically absent or academically at-risk students. **Strategy's Expected Result/Impact:** 25% increase in non-English-speaking family participation at academic workshops and campus feedback surveys. Reduction in chronic absenteeism among vulnerable student subpopulations. 100% compliance with Title I, Part A parent involvement guidelines and state mandated programs. **Staff Responsible for Monitoring:** admin, attendance clerk, LAS, Dean of Students **Problem Statements:** Perceptions 1 **Funding Sources:** Supplemental pay for Saturday Parent Academy - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 124 7 24 000 842 0000 - $1,706, take home materials for families to support at home learning - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 124 7 24 124 842 0000 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Parkway will communicate with parents in a weekly newsletter, social media (Facebook, Twitter, and Instagram), class dojo (school wide and classroom), and Skylert messages. All students will take home a Tuesday Newsday folder with relevant information and weekly grades/progress reports. Annual title one meeting will be held and the PFE policy as well as Home/School compact will be share via email and on our website. Weekly parent newsletter will encourage parents to complete the Recognize SomeOne nomination form as well as take parent surveys with from the district and school based surveys. Staff surveys are sent out each semester by the principal as well as the district Pulse surveys. Paper copies or newsletters as well as laminated and posted signs will serve as a communication tool for families. Parkway will provide a translation program so that all families have access to shared materials. **Strategy's Expected Result/Impact:** Parent engagement will increase for our family events, class events, PTA membership. Parents will feel welcomed at Parkway and know that their children are safe and cared for when they come to school. **Staff Responsible for Monitoring:** admin, office staff, teachers **Problem Statements:** Perceptions 1 **Funding Sources:** paper, poster paper, laminating, folders - 211 - Title I, Part A				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Family engagement and communication in academic decision-making remain low among non-English-speaking households and parents of academically at-risk students. **Root Cause**: Campus communications and parent education workshops rely heavily on digital platforms in English, lacking structured, multilingual translation and face-to-face outreach tailored to diverse family needs.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Parkway ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Parkway ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Parkway ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Parkway ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Parkway ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Parkway ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Parkway ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Parkway ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Allsop, Katie	Title 1 Elem Instructional Facilitator	Title 1 Part A	.5
Joiner, Twila	Title 1 Dean of Students	Title 1 Part A	1

Plan Notes

1. By May 2027, the percentage of Emergent Bilingual (EB) and Economically Disadvantaged students performing at or above the "Meets Grade Level" standard on the STAAR Reading/Language Arts (RLA) assessment will increase from the baseline to at least **50%**.
2. By May 2027, the overall percentage of students in Grades 3–5 scoring at "Meets Grade Level" or higher on the STAAR Mathematics assessment will increase from 36% to **48%**.
3. Common Space Behavior: Deploy Safe & Civil / Parkway Behavior Plan frameworks to address common space referrals and offenses and reduce the 39 out-of-placement actions

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026