Rockwall Independent School District

Amy Parks-Heath Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

School Mission Statement
The Amy Parks-Heath Elementary School family will work together to achieve a superior education for all students so that each child will become a life-long learner and a responsible, contributing member of society.

Vision

Anchored in Tradition, Striving for Excellence!

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Goals

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Goal 1 By May 2027, student attendance in all student groups will be at 97.7% as measured by the State Accountability System.

Performance Objective 1 ☑ High Priority

Significantly reduce chronic absenteeism across all student groups.

Evaluation Data Source: A2A attendance reporting and EOY reports

Strategy 1

Decrease the percentage of students who are chronically absent (missing 10% or more of school days) from baseline to 8% by the end of the school year.

Strategy's Expected Result/Impact: Improved overall campus attendance rate

Staff Responsible for Monitoring: Registrar
Classroom Teachers
Assistant Principal
Principal

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

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Strategy 2

Implement a weekly/monthly recognition program in classrooms and school-wide that rewards students and classes with excellent or most-improved attendance using non-monetary incentives (i.e. Captain's Quarters PBIS opportunities)

Strategy's Expected Result/Impact: Increase in overall campus attendance %

Staff Responsible for Monitoring: Registrar
Classroom Teachers
Assistant Principal
Principal

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

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Performance Objective 2 ☑ High Priority

Increase student and family awareness regarding the importance of daily attendance

Evaluation Data Source: A2A attendance reporting and EOY reports

Strategy 1

Document 100% of families receiving clear communication explaining the attendance policy and the link between attendance and academic success by the end of the second nine weeks.

Strategy's Expected Result/Impact: Reduced absenteeism percentage

Staff Responsible for Monitoring: Registrar
Classroom Teachers
Assistant Principal
Principal

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

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Performance Objective 3 ☑ High Priority

Ensure timely and accurate reporting of attendance data by campus staff.

Evaluation Data Source: Daily attendance collection

Strategy 1

90-100% staff compliance in submitting accurate daily attendance records by the designated deadline (10:00 AM) each day, monitored through daily administrative reports.

Strategy's Expected Result/Impact: Analyzation of attendance reports for accuracy

Staff Responsible for Monitoring: Registrar
Classroom Teachers
Assistant Principal
Principal

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

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Goal 2

Amy Parks-Heath Elementary will foster student well being and encourage future readiness for all students on campus while building leadership capacity in students.

Performance Objective 1

☑ High Priority

Enhance the school culture of positive recognition.

Evaluation Data Source: PBIS campus initiatives
Office Referrals
Teacher Shout Outs

Strategy 1

Document 100% implementation of a school-wide positive behavior recognition system (e.g., ticket system, weekly acknowledgments).

Strategy's Expected Result/Impact: Decreased office referrals
Recognition of positive behaviors

Staff Responsible for Monitoring: Classroom Teachers
Counselor
Assistant Principal
Principal

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

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Performance Objective 1 ✓ High Priority

Achieve full teacher compliance with district-required curriculum, pacing guide, and instructional resources.

Evaluation Data Source: District Unit Unpacking Opportunities
Scheduled TTESS Walkthroughs/Data Walks
Weekly PLCs
Weekly Collaborative Planning

Staff Accountability:
Classroom Teacher
Content Instructional Coaches
Assistant Principal
Principal

Strategy 1

Conduct weekly Professional Learning Community (PLC) meetings organized by content and grade level, focused exclusively on curriculum mapping, unit alignment, unit unpacking, and common assessment review.

Strategy's Expected Result/Impact: Compliance with Campus/District expectations which in turn will encourage student engagement and the ultimate goal of increased student achievement

Staff Responsible for Monitoring: Classroom Teachers
Content Instructional Coaches
Special Programs - SAGE, Resource, ESL Teachers and Staff
Assistant Principal
Principal

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 ✓ High Priority

Increase the quality of instructional delivery aligned with rigorous district standards.

Evaluation Data Source: District Unit Unpacking Opportunities
Scheduled TTESS Walkthroughs/Data Walks
Weekly PLCs
Weekly Collaborative Planning

Staff Accountability:
Content Learning Specialists
Special Programs - SAGE, Resource, ESL Teachers/Staff

Strategy 1

Implement a cycle of coaching and feedback specifically centered on curriculum implementation and the fidelity of instruction.

Strategy's Expected Result/Impact: Increase in overall campus student achievement (CCAs, MAP, mCLASS, IReady)

Staff Responsible for Monitoring: Content Instructional Coaches
Special Programs - SAGE, Resource, ESL Teachers - Teachers/Staff

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

Amy Parks-Heath Elementary will strengthen the school-home partnership, ensuring parents are informed contributors and active participants in their student's education and school decision-making processes.

Performance Objective 1

☑ High Priority

Provide weekly family digital communication that is clear, concise, and detailed to ensure parents are informed of all campus information

Evaluation Data Source: Weekly S'more newsletter
Communication Emails
Remind digital platform for all grade levels

Strategy 1

Communicate with families through a digital weekly newsletter

Strategy's Expected Result/Impact: Parents read newsletter each week to be informed of the week's events and/or upcoming events on campus

Staff Responsible for Monitoring: Principal
Assistant Principal
Secretary

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Performance Objective 2

☑ High Priority

Offer family engagement events on campus at least twice a year

Evaluation Data Source: Family Nights held on campus

Strategy 1

Plan and implement Family Engagement Nights - one per semester

Strategy's Expected Result/Impact: Families attend Engagement Nights

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Staff

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Performance Objective 3 ☑ High Priority

Monthly collaboration with the PTO (Parent Teacher Organization) Board

Evaluation Data Source: Monthly Board meetings
PTO digital information included in weekly S'more newsletters

Strategy 1

Attend Monthly PTO Board meetings as well as General PTO Meetings each month

Strategy's Expected Result/Impact: Strengthen Home-school connections
Disseminate pertinent information from PTO/Campus with PTO members

Staff Responsible for Monitoring: Principal
Assistant Principal

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Goal 5

Amy Parks-Heath will elevate the overall campus accountability rating from a current 'B' to an 'A' by focusing efforts on the three domains of the Texas Education Agency (TEA) accountability system, particularly Student Achievement and School Progress (Academic Growth).

Performance Objective 1 ☑ High Priority

Increase Reading STAAR scores from 46% to 55% Mastery.

Evaluation Data Source: CCAs
BOY, MOY, EOY MAP student data
CFAs

Strategy 1

Hold Data Digs on conclusion of Unit CCAs for Grades 3-5

Strategy's Expected Result/Impact: Plan targeted intervention for commonly missed questions on CCAs
Identify students with patterns of unsuccessful scores - respond accordingly (i.e. Kid Talks, MTSS meetings, SpEd referrals)

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers grades 3-5

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Strategy 2

Hire Reading Interventionists to work with targeted students each week

Strategy's Expected Result/Impact: Additional small group targeted instruction

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Interventionists

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Strategy 3

Utilize Amira Reading Intervention program with fidelity

Strategy's Expected Result/Impact: Amira tutoring will target necessary student deficits

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers grades 3-5

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Strategy 4

Attendance at District-provided Unit Unpacking PLCs

Strategy's Expected Result/Impact: Teachers are informed and better prepared for upcoming units

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom Teachers Grades 3-5

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Performance Objective 2 ☑ High Priority

Increase Math STAAR scores from 32% to 45% Mastery

Evaluation Data Source: CCAs
BOY, MOY, EOY MAP student data
CFAs

Strategy 1

Hold Data Digs on conclusion of Unit CCAs for Grades 3-5

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Strategy's Expected Result/Impact: Plan targeted intervention for commonly missed questions on CCAs
Identify students with patterns of unsuccessful scores - respond accordingly (i.e. Kid Talks, MTSS meetings, SpEd referrals)

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers grades 3-5

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Strategy 2

Hire Math Interventionists to work with targeted students each week

Strategy's Expected Result/Impact: Additional small group targeted instruction

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Interventionists

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Strategy 3

Attendance at District-provided Unit Unpacking PLCs

Strategy's Expected Result/Impact: Teachers are informed and better prepared for upcoming units

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom Teachers Grades 3-5

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Performance Objective 3 ☑ High Priority

Increase Science STAAR scores from 34% to 46% Mastery

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Evaluation Data Source: CCAs
BOY, MOY, EOY MAP student data
CFAs

Strategy 1

Hold Data Digs on conclusion of Unit CCAs for Grade 5

Strategy's Expected Result/Impact: Plan targeted intervention for commonly missed questions on CCAs
Identify students with patterns of unsuccessful scores - respond accordingly (i.e. Kid Talks, MTSS meetings, SpEd referrals)

Staff Responsible for Monitoring: Principal
Assistant Principal
Science Teacher - Grade 5

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Strategy 2

Attendance at District-provided Unit unpacking PLCs

Strategy's Expected Result/Impact: Teacher is informed and better prepared for upcoming units

Staff Responsible for Monitoring: Principal
Assistant Principal
Science classroom teacher - Grade 5

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Performance Objective 4 ☑ High Priority

Utilizing STAAR criteria, target the students receiving (High) Approaches and move them to the Meets level

Evaluation Data Source: CCAs
BOY, MOY, EOY MAP student data
CFAs

Strategy 1

Data Digs at conclusion of BOY and MOY MAP assessments

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Strategy's Expected Result/Impact: Identify students
Create action plans for these students

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers Grades 3-5

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Strategy 2

Provide additional targeted small group intervention

Strategy's Expected Result/Impact: Additional targeted instruction

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers Grades 3-5
Campus Interventionists

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Performance Objective 5 ☑ High Priority

Intentional focus on Hispanic, 2 or more Races, and Special Education student groups

Evaluation Data Source: CCAs
BOY, EOY, MOY student data
CFAs

Strategy 1

Identify these particular students and hold intentional conferences to discuss strategies and goals for improvement

Strategy's Expected Result/Impact: Increase in CCA/MAP scores

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers Grades 3-5

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Strategy 2

Planned Kid talks for these students during weekly PLCs

Strategy's Expected Result/Impact: Identify concerns/patterns to address
Create an action plans for each student

Staff Responsible for Monitoring: Principal
Assistant Principal
Classroom teachers grades 3-5

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Performance Objective 6 ☑ High Priority

Increase the percentage of identified SAGE students to the Mastery level on STAAR

Evaluation Data Source: CCAs
BOY, EOY, MOY student data
CFAs

Strategy 1

SAGE teacher attendance and participation in weekly PLCs

Strategy's Expected Result/Impact: SAGE teacher/students collaboration on relevant content for intervention (ECRs, specific TEKS, assessment strategies)

Staff Responsible for Monitoring: Principal
Assistant Principal
SAGE teacher grades 3-5

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Strategy 2

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Additional classroom teacher training by SAGE teacher - DOK, Enrichment activities/strategies

Strategy's Expected Result/Impact: Teachers providing enrichment for SAGE students
Teachers informed on higher-order thinking questions within all lessons

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Policies, Procedures, and Requirements

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Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Patrick Just	6/9/2026	Kevin Samples	6/9/2026

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