

Fort Bend Independent School District
Austin Parkway Elementary
2025-2026 Campus Improvement Plan



Mission Statement

District: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Campus: Austin Parkway Elementary School is committed to providing an engaging and empowering environment that promotes academic excellence and lifelong learners through a shared responsibility among parents, students, school, and community.

Vision

District: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Campus: While nurturing our students in a safe environment, Austin Parkway Elementary School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

Value Statement

Core Belief #1: All students can reach their full potential.

FBISD will provide an educational system that will enable all students to reach their full potential.

Core Belief #2: We believe success is best achieved....

A)...through effective teachers that inspire learning. FBISD will recruit, develop, and retain effective teachers. B)...in a supportive climate and safe environment. C)...by empowered and effective leaders throughout the system. FBISD will provide and promote leadership development at all levels. D)...in a well-functioning, high-performing community of learners. FBISD will be a collaborative, efficient and effective learning community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Who We Are

Our campus is a dynamic and evolving community, characterized by both notable strengths and areas requiring strategic attention. Over the past four academic years, a compelling narrative of growth has emerged within our Hispanic-Latino student population. This demographic has consistently expanded, climbing from 12.98% in 2021-2022 to a significant 21.59% by 2024-2025. This upward trend highlights a vibrant and expanding segment of our student body, enriching the cultural fabric of our school.

Beyond this specific growth, our campus boasts a commendably diverse racial and ethnic makeup. With substantial percentages of Asian, Black/African American, White, and Two-or-more race students complementing our growing Hispanic-Latino population, we cultivate an environment where a multitude of perspectives can flourish, enriching the learning experience and fostering a truly inclusive community. Furthermore, a significant strength lies in our increasing intervention indicator, which has risen from 14.90% to 34.88%. While "intervention" might initially sound concerning, this growth signals a proactive and dedicated approach to identifying and addressing student needs, suggesting the effective implementation of early intervention strategies and robust support systems. Our commitment to equity is also evident in the high and stable rates of economically disadvantaged students and those receiving free meals, consistently above 27% and 23% respectively. These figures, while reflecting community need, underscore our dedication to providing robust programs and resources to support a substantial portion of our students, fostering a more equitable educational environment for all.

Attendance

Austin Parkway Elementary demonstrates a commendable and consistent focus on student attendance, recognizing its critical role in academic success. Over the past four school years, our attendance rate has shown a positive and steady upward trend, indicating effective strategies and strong partnerships in ensuring students are present and engaged in their learning.

Beginning with the 2021-2022 school year at 94.83%, Austin Parkway has incrementally improved its attendance each subsequent year. The 2022-2023 school year saw an increase to 95.52%, followed by further growth to 96.05% in 2023-2024. This positive momentum culminated in the 2024-2025 school year reaching an impressive 96.1% attendance rate.

This consistent rise in attendance reflects the dedicated efforts of our entire school community. It underscores our successful initiatives in promoting the importance of daily attendance, fostering a welcoming and engaging school environment (as noted in our perceptions summary), and working collaboratively with families to overcome any potential barriers to consistent student presence. The continuous improvement in this vital metric directly contributes to maximizing instructional time and supporting the holistic development of every student at Austin Parkway Elementary.

Discipline

Over the past four years, our school has made a significant shift in how we approach student behavior. Our goal has been to create a more supportive and proactive environment, focusing on keeping students in school and providing them with the tools they need to succeed. The data clearly reflects this shift.

A key part of this success has been the implementation of our Positive Behavior Intervention Support (PBIS) framework. By focusing on teaching and reinforcing positive behaviors,

we've been able to create a more positive school culture. Our dedicated **PBIS Team** has been instrumental in this effort, working closely with teachers and students.

While we've seen a slight increase in the number of in-school suspensions (ISS) over the past few years, this trend actually tells a story of success. It shows that our staff is choosing to address behavioral issues in-house, rather than resorting to out-of-school suspensions (OSS), which we've completely eliminated. Our approach ensures that students remain in a structured, supportive environment where they can continue their learning and receive direct support.

We've also received support from our district-appointed PBIS facilitator. This partnership has been invaluable, providing one-on-one support to students who need it most and helping teachers develop and implement effective strategies to manage and change student behaviors in the classroom. This collaborative effort has been critical in our ability to keep students engaged and learning, even when facing challenges.

Looking ahead, we will continue to build on this momentum, reinforcing our positive school culture and ensuring every student has the support they need to thrive.

Demographics Strengths

Demographic Strengths

The demographic data for Austin Parkway Elementary from 2021-2025 tells a powerful story of a dynamic, diverse, and deeply supportive school community. Our greatest strength lies not just in the numbers, but in what they represent: a growing commitment to serving every student and building an inclusive environment where all learners can thrive.

Our school's population is a reflection of the rich, multicultural world our students will one day lead. Over the last four years, we have seen a remarkable increase in our racial and ethnic diversity. The Hispanic-Latino population has grown significantly, from under 13% to over 21%, while we have maintained strong representation from our Asian, Black/African American, and White student populations. This blend of cultures and backgrounds enriches our classrooms, fostering a greater understanding and appreciation for different perspectives among our students.

The data for our specialized programs highlights our commitment to being an inclusive campus that meets the unique needs of every student. We've seen a strong and steady increase in students receiving support, particularly in our **Special Education** and **Emergent Bilingual** programs. The percentage of students in Special Education has doubled since 2021, and the number of students in our Emergent Bilingual program has grown to nearly 29% of our student body. This growth demonstrates our ability to effectively identify students who need additional support and provide them with high-quality, targeted instruction, ensuring they receive the resources necessary for success. The consistent growth in our Dyslexia program also shows our proactive approach to identifying and addressing specific learning needs.

While it may seem counterintuitive, the rise in our **Intervention Indicator** from 14.90% to 34.88% is another key strength. It signals that our teachers and support staff are becoming more adept at identifying students who need academic or behavioral intervention. This proactive approach allows us to provide targeted support early on, preventing small challenges from becoming major obstacles. Similarly, the steady increase in students from **economically disadvantaged** backgrounds shows our school is a vital resource for all families in our community, offering a high-quality education and a stable environment regardless of economic circumstances.

These trends paint a clear picture of a school that is not only embracing its diversity but is also building the robust systems needed to support every student. Our data reflects a community that is becoming more compassionate, more inclusive, and more effective at nurturing the next generation of leaders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A significant portion of the student body requires intensive academic or behavioral support, as evidenced by the dramatic increase in the Intervention Indicator from 14.90% in 2021-2022 to 34.88% in 2024-2025.

Root Cause: Lack of consistent, high-quality, whole-class instruction may be leading to a higher number of students needing to be pulled for small-group or individualized intervention.

Problem Statement 2 (Prioritized): The school's Gifted & Talented (G&T) program participation has declined from a high of 8.39% in 2023-2024 to 5.48% in 2024-2025, which may indicate a lack of equitable identification or support for high-ability students.

Root Cause: The criteria or process for identifying G&T students may not be culturally or linguistically responsive, potentially under-identifying students from our diverse racial/ethnic groups, particularly the growing Hispanic-Latino and Black/African American populations.

Problem Statement 3 (Prioritized): The significant increase in students identified with Special Education needs (from 10.77% to 21.76%) and students receiving self-contained support (from 2.45% to 6.65%) suggests an increasing need for specialized resources and inclusive practices that may strain existing staff and resources.

Root Cause: General education teachers may not have sufficient training in co-teaching models, differentiation, and Universal Design for Learning (UDL) to effectively support students with disabilities in the general classroom.

Student Learning

Student Learning Summary

Austin Parkway Elementary's students demonstrate a complex but largely positive academic profile. Our state and local assessment data, including STAAR, TELPAS, and MAP, highlights a legacy of strong foundational skills, particularly in reading and math for our early grade levels. We see consistent growth in English language proficiency among our English learners, and many students are achieving high proficiency marks. However, a detailed analysis reveals areas for strategic improvement, such as the need to address a significant decline in 5th-grade STAAR performance and to create more integrated systems for advanced learning to ensure all students are growing at a pace that is at or above the national average. This blend of strong achievement and identified growth opportunities provides a clear roadmap for our continued focus on academic excellence.

2024-2025 Projected Accountability

Domain II: School Progress

Domain II, which focuses on school progress, is comprised of two sub-domains:

- **Part A: Academic Growth:** The campus scored 83 in Academic Growth, reflecting a positive trend in student progress from one year to the next.
- **Part B: Relative Performance:** In Relative Performance, the campus scored 72. This metric compares the campus's performance to that of similar schools, indicating that while progress is being made, there may be areas for improvement relative to peers.

The overall score for Domain II is also 83, based on the highest score between Part A and Part B.

Domain III: Closing the Gaps

The campus excelled in Domain III, scoring 88. This domain measures the campus's effectiveness in closing achievement gaps for various student groups. The high score in this area is a significant contributing factor to the overall rating and highlights the school's commitment to equitable academic outcomes.

Overall Rating Calculation

The final overall score is a weighted average of the domain scores:

- 70% of the rating is based on the better of Domain I or Domain II, which in this case is Domain I with a score of 83. This contributes 58.1 points to the overall score.
- 30% of the rating is based on Domain III, with a score of 88. This contributes 26.4 points.

Combining these weighted scores (58.1+26.4) results in a total Campus Overall Score of 85. According to the rating scale, an 85 translates to an overall letter grade of B.

STAAR Trend Data

The STAAR comparison data for the 2023-2024 and 2024-2025 school years highlights notable performance trends across different grade levels and subject areas.

3rd Grade Performance

- **Reading:** Third-grade reading scores show positive growth. All proficiency levels saw an increase, with the "Meets" and "Masters" categories both improving by 3 percentage points. The "Approaches" level also increased by 1 percentage point, indicating a general upward trend in reading proficiency.

- **Math:** The most significant gains were observed in 3rd-grade math. The "Masters" level saw a remarkable increase of 14 percentage points, from 13% to 27%. The "Approaches" and "Meets" levels also improved by 9 percentage points each, demonstrating strong overall progress in mathematics for this grade level.

4th Grade Performance

- **Reading:** Fourth-grade reading saw substantial improvements, particularly at the "Meets" level, which jumped by 14 percentage points from 49% to 63%. The "Approaches" level increased by 6 percentage points and "Masters" by 12 percentage points, showing broad gains in reading comprehension and skills.
- **Math:** Similar to reading, 4th-grade math performance also showed strong growth. The "Approaches" level increased by 10 percentage points, while "Meets" improved by 9 percentage points. The "Masters" level saw a more modest but still positive gain of 5 percentage points.

5th Grade Performance

- **Reading:** Fifth-grade reading scores saw a significant decline across all proficiency levels. The "Approaches" level decreased by 13 percentage points, "Meets" by 17 percentage points, and "Masters" by 18 percentage points. This indicates a challenging year for 5th-grade reading performance, requiring further analysis and support.
- **Math:** Fifth-grade math also experienced a decline in the "Approaches" and "Meets" categories, with decreases of 16 and 11 percentage points, respectively. However, there was a positive note at the "Masters" level, which saw an increase of 3 percentage points. This suggests that while overall performance dipped, the highest-achieving students continued to excel.
- **Science:** Fifth-grade science scores showed mixed results. The "Approaches" and "Meets" levels declined by 11 and 1 percentage points, respectively. In contrast, the "Masters" level saw an increase of 3 percentage points, indicating a similar trend to 5th-grade math where the most advanced students continued to show growth despite overall dips.

The data reveals a clear pattern of strong growth in both reading and math for 3rd and 4th-grade students. However, 5th-grade performance declined significantly in reading, math, and science, with the exception of the "Masters" level in math and science. These findings suggest that while foundational skills are developing well in the earlier grades, focused interventions and support may be necessary to address the performance gaps emerging in the 5th grade.

TELPAS Overall Composite Scores by Years at Austin Parkway EL (2024-2025)

The data for Austin Parkway Elementary School from the 2024-2025 school year reveals a clear progression in English language proficiency among students, as measured by their TELPAS composite scores. The scores are broken down by the number of years a student has been enrolled in a U.S. school, providing insight into their language development journey.

First-Year Students

For students in their first year of U.S. schooling, the composite scores show a broad distribution of proficiency levels. Out of 19 students, the largest group, 36.84%, has already achieved the Advanced level. An equal number of students are at the Beginning and Intermediate levels, each representing 26.32% of the total. A smaller but notable group, 10.53%, has reached the highest proficiency level, Advanced High. This distribution indicates that while many students are just starting their language acquisition journey, a significant portion already demonstrates a high degree of proficiency.

Second-Year Students

The data for second-year students shows a dramatic shift in proficiency. Of the 22 students, none are at the Beginning level, which is a strong indicator of successful language development during their first year. The majority of students, 63.64%, have reached the Advanced level, a substantial increase from the previous year. Another 31.82% are at the Intermediate level, while 4.55% have achieved Advanced High, demonstrating continued growth.

Third-Year Students

By the third year, the trend of moving toward higher proficiency levels continues. Among the 15 students, the largest percentage (46.67%) is at the Advanced level. A significant number of students, 20.00%, have achieved Advanced High. The remaining students are split between the Intermediate (26.67%) and Beginning (6.67%) levels. This shows that while a few students may still need foundational support, the majority are on a solid path toward fluency.

Fourth-Year Students

The fourth-year data, representing a group of 6 students, reflects a strong consolidation of language skills. No students are at the Beginning level. The group is evenly split among the Intermediate, Advanced, and Advanced High levels, with each category representing 33.33% of the total. This outcome underscores the effectiveness of the language development programs at Austin Parkway Elementary, with all students having achieved at least the Intermediate proficiency level by their fourth year.

The data collectively highlights a consistent and positive pattern of language acquisition at Austin Parkway Elementary. As students spend more years in U.S. schools, there is a clear trend of moving from the Beginning and Intermediate levels to the Advanced and Advanced High categories. The significant progress from the first to the second year, in particular, demonstrates the efficacy of the school's support systems for English language learners.

TELPAS Alt Composite Growth for Years 2023-2024 and 2024-2025

The TELPAS Alternate data from 2023-2024 to 2024-2025 shows the growth in composite scores for students. The matrix compares a student's composite score in the previous year (2023-2024, shown on the rows) with their composite score in the current year (2024-2025, shown on the columns).

Overall Growth and Proficiency

The overall data indicates positive growth, with a total of 19 students, representing 22.35% of the total, progressing at least one proficiency level. A significant portion of this growth comes from the 15 students (17.65%) who progressed by one level, and an additional 4 students (4.71%) who progressed by two or more levels.

Detailed Analysis by Score Progression

- **Students starting at a Composite Score of 1:** Out of the 30 students who began with a composite score of 1 in 2023-2024, 22 maintained their score, while 5 progressed to a score of 2, and 4 progressed to a score of 3. This indicates that while many students are still at the foundational level, a notable number are showing positive movement in their language skills.
- **Students starting at a Composite Score of 2:** Of the 23 students who started with a composite score of 2, 15 maintained their score. However, 7 students regressed to a score of 1, while 6 students progressed to a score of 3.
- **Students starting at a Composite Score of 3:** For the 21 students who began with a score of 3, 8 maintained their score, and 7 successfully progressed to a score of 4. A small number of students, 1, regressed to a score of 1, and 1 to a score of 2. This suggests a healthy number of students are reaching the highest proficiency level.
- **Students starting at a Composite Score of 4:** Out of the 11 students who started at a composite score of 4, 7 maintained their top-tier score, while 3 regressed to a score of 3, and 1 to a score of 2. The data shows that for students who are already at the highest level of proficiency, the primary focus is on maintaining that level.

The TELPAS Alt data reveals a clear pattern of growth among the student population, with a significant number of students moving up at least one proficiency level. While some students experienced a slight regression, the overall trend is positive, particularly for those starting at the lower proficiency levels who are moving toward higher scores. The progress of the students who progressed two or more levels is particularly encouraging, highlighting strong academic gains.

MAP Math Growth and Achievement Overview: 2024-2025

The provided data presents a comprehensive overview of student performance on the MAP math assessment for the 2024-2025 school year at Austin Parkway Elementary. The data is broken down by grade level and also provides an all-grades summary, showing both growth and achievement.

Overall Campus Performance (All Grades)

For all grades combined, the campus shows a median growth percentile of 43, indicating that the average student's growth is slightly below the national norm (the 50th percentile). However, a closer look at the achievement distribution reveals a positive trend from the Winter to the Spring assessment.

- In the Winter 2024-2025 assessment, 73% of all students were at or above the 40th percentile, demonstrating solid foundational skills.
- By the Spring 2024-2025 assessment, this percentage remained high, with 67% of students at or above the 40th percentile. This suggests that while there was a slight decrease, the majority of students are

still performing at a high level.

Grade-Level Performance

Kindergarten:

- Kindergarten students showed a median growth percentile of 48, which is very close to the national average.
- Their achievement levels are strong, with 70% of students in the Spring assessment scoring at or above the 40th percentile, and 40% of students reaching the highest percentile band (91st-99th).

1st Grade:

- First-grade students had a median growth percentile of 41.
- The Spring achievement data shows a large portion of students (36%) in the highest percentile band, a positive indicator of strong performance.

2nd Grade:

- Second grade had a median growth percentile of 38.
- The achievement distribution shows that in the Spring assessment, 26% of students were in the 91st-99th percentile band, demonstrating a significant number of high-achieving students.

3rd Grade:

- Third grade had a median growth percentile of 48, close to the national average.
- The Spring achievement data shows 26% of students in the 91st-99th percentile band, a strong indicator of high-level math proficiency.

4th Grade:

- Fourth-grade students had a median growth percentile of 38.
- The Spring achievement shows 19% of students in the 91st-99th percentile band, indicating that while overall growth is below the national average, a solid portion of students are still performing at a high level.

5th Grade:

- Fifth-grade students had a median growth percentile of 44.
- The Spring achievement data shows a strong percentage of students (36%) in the highest percentile band, demonstrating the continued success of the campus's top students.

MAP Reading Growth and Achievement Overview 2024-2025

The MAP math data for Austin Parkway EL shows a mixed but generally positive picture. While the overall campus median growth percentile of 43 is slightly below the national average, the achievement data reveals that a substantial number of students, particularly in Kindergarten, 1st, 3rd, and 5th grades, are performing at high levels. The high percentages of students in the top percentile bands across multiple grades highlight the school's success in nurturing high-achieving math students.

Overall Campus Performance (All Grades)

For all grades combined, the campus shows a median growth percentile of 47. This indicates that the average student's growth is just below the national norm, which is a percentile score of 50. However, the achievement distribution from the Winter to the Spring assessment reveals a positive trend.

- In the Winter 2024-2025 assessment, 77% of all students were at or above the 40th percentile.
- By the Spring 2024-2025 assessment, this percentage remained strong at 74%. While there was a slight decrease, the majority of students are still performing at or above the 40th percentile, demonstrating solid reading skills.

Grade-Level Performance

Kindergarten:

- Kindergarten students showed a median growth percentile of 51, which is above the national average.
- Their achievement levels are strong, with 73% of students in the Spring assessment scoring at or above the 40th percentile, and 32% of students reaching the highest percentile band (91st-99th).

1st Grade:

- First-grade students had a median growth percentile of 54, indicating strong growth.
- The Spring achievement data shows a substantial portion of students (47%) in the highest percentile band, a positive indicator of exceptional performance.

2nd Grade:

- Second grade had a median growth percentile of 37.
- The achievement distribution shows that in the Spring assessment, 49% of students were in the 91st-99th percentile band, demonstrating a significant number of high-achieving students despite the lower median growth.

3rd Grade:

- Third grade had a median growth percentile of 47, which is very close to the national average.
- The Spring achievement data shows 40% of students in the 91st-99th percentile band, a strong indicator of high-level reading proficiency.

4th Grade:

- Fourth-grade students had a median growth percentile of 42.
- The Spring achievement shows 36% of students in the 91st-99th percentile band, indicating that while overall growth is below the national average, a solid portion of students are still performing at a high level.

5th Grade:

- Fifth-grade students had a median growth percentile of 57, which is well above the national average.
- The Spring achievement data shows a very strong percentage of students (39%) in the highest percentile band, demonstrating exceptional growth and continued success of the campus's top students.

The MAP reading data for Austin Parkway EL shows a very positive picture. While the overall campus median growth percentile is near the national average, a significant number of students across all grade levels are performing at high levels. The particularly strong growth percentiles in Kindergarten, 1st, and 5th grades, combined with the high percentages of students in the top percentile bands across all grades, highlight the school's success in developing strong reading skills.

Student Learning Strengths

Austin Parkway Elementary consistently demonstrates a commitment to academic excellence, with our STAAR performance data over the past four years (2021-2022 to 2024-2025) highlighting learning strengths across core subjects.

Our students consistently exhibit strong foundational skills in reading comprehension. For the past four years, the percentage of students achieving "Academic Readiness - Meets" in Reading has remained high, hovering consistently between 55.97% and 64.52%. This stability above the 50% mark indicates that a majority of our students are successfully mastering grade-level reading standards. Our "Academic Readiness - Masters" level, has also remained stable between 30.90% and 44.80%. We have a group of high-achieving readers who are demonstrating understanding and application of reading skills.

Austin Parkway has seen advancements in mathematics proficiency. In the Meets category in Math there is an upward trend, from 55.62% in 2021-2022 to 75.00% in 2024-2025. This 19.38 percentage point increase is a testament to effective instructional strategies and student dedication. A number of our students are achieving grade-level proficiency. This positive trajectory is further reinforced by the Masters category in Math, which has also seen growth from 20.73% in 2021-2022 to 25.02% in 2024-2025, signifying a group of students who are developing advanced mathematical understanding.

Accelerated Progress in Science: Our Science program has shown rapid improvement in recent years. After Meets percentages were in the 30s in 2021-2022 and 2022-2023, we saw a jump to 62.95% in 2024-2025. In the Masters category in Science, we experienced an increase, from 12.84% in 2022-2023 to 15.79% in 2024-2025.

The most recent 2024-2025 school year stands out as a strong culmination of these efforts, showcasing our highest achievements across multiple subjects:

- Math: Achieved its strongest performance in both "Meets" (75.00%) and "Masters" (25.02%) across the four-year period.
- Reading: Maintained its high performance with 64.52% "Meets" and a solid 30.90% "Masters."
- Science: Demonstrated growth, with an increase to 62.95% in the Meets category and 15.79% in the Masters category.

In summary, Austin Parkway Elementary is building a strong legacy of academic achievement, marked by consistent excellence in Reading and remarkable, accelerated growth in both Mathematics and Science. Our data clearly reflects a school community where students are not only meeting, but increasingly mastering, core academic standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a significant decline in 5th-grade STAAR scores across all three subject areas: Reading, Math, and Science. The "Approaches" and "Meets" proficiency levels dropped substantially, indicating a widening gap in foundational skills for a large portion of the student population. This trend is particularly concerning given the strong performance of 3rd and 4th graders.

Root Cause: There may be a lack of curricular or instructional alignment between 4th and 5th-grade content. The instructional focus may not be adequately preparing students for the rigor and complexity of the 5th-grade STAAR assessments.

Problem Statement 2 (Prioritized): While student achievement is high, the overall median growth percentile on the MAP math and reading assessments is slightly below the national average (43 in math, 47 in reading). This suggests that while students are performing well, they are not growing at the same rate as their national peers.

Root Cause: Instruction may not be sufficiently differentiated to accelerate the growth of all learners. A one-size-fits-all approach may be leading to stagnation for students who are not growing at a rate of 50 or above.

Problem Statement 3 (Prioritized): The TELPAS Alt data shows that while many students are progressing, a notable number of students who began at a composite score of 2, 3, or 4 regressed. This indicates that the school is not consistently supporting all of its students with the most significant cognitive disabilities in maintaining or advancing their English language proficiency.

Root Cause: The TELPAS Alt data shows that while many students are progressing, a notable number of students who began at a composite score of 2, 3, or 4 regressed. This indicates that the school is not consistently supporting all of its students with the most significant cognitive disabilities in maintaining or advancing their English language proficiency.

Problem Statement 4 (Prioritized): While we maintained a consistently high percentage of students achieving "Meets" and "Masters" in Reading over the past four years, the performance has remained stable rather than accelerating. This indicates that while students are mastering grade-level standards, the school may be plateauing in its ability to push a greater percentage of students to reach the highest level of mastery.

Root Cause: While interventions are likely in place for struggling readers, there may be a lack of structured enrichment or differentiated instruction specifically designed to accelerate the growth of students who are already proficient.

Problem Statement 5 (Prioritized): The data shows remarkable, accelerated growth in the "Meets" category for Math and a significant jump in Science. However, the growth in the "Masters" category, while positive, is not growing at the same accelerated rate.

Root Cause: There may be a lack of comprehensive and integrated systems for advanced learning. This includes insufficient instructional rigor, limited enrichment programs, and a shortage of advanced curricular resources, which collectively hinder the school's ability to accelerate the growth of high-achieving students beyond grade-level proficiency.

School Processes & Programs

School Processes & Programs Summary

Austin Parkway Elementary School Processes & Programs Summary

Austin Parkway Elementary has established comprehensive systems for curriculum and instruction, professional development, leadership, decision-making, organization, support services, and extracurricular activities. Staffing for each grade level is determined by the district's demographic data provided by PASA, ensuring an appropriate teacher-to-student ratio. A team leader is assigned to each grade level, as well as to Special Education and Outclass teachers. Additional processes are in place for enrollment, front office customer service, lunch, arrival, student check-out, dismissal, discipline (PBIS), recess, after-school clubs, and meetings.

Curriculum & Instruction

Austin Parkway Elementary follows the district's required instructional programs, implementing the curriculum housed in Schoology. Differentiated instruction is regularly employed to meet the diverse academic needs of all students. Grade-level teams hold regular PLC (Professional Learning Community) meetings on Tuesdays to plan instructional activities, as well as to determine formative and summative assessments to monitor student understanding and progress.

Staff Recruitment, Support, and Retention

The school recruits, supports, and retains highly qualified staff in collaboration with Human Resources. Recruitment efforts include the FBISD Talent Draft (Job Fair), Taleo, and professional recommendations. New teachers with zero years of experience are assigned a Teacher Advancing Professional Practice (TAPP) mentor to provide structured support. Each grade level (PK-5), as well as Special Education (SPED) and Outclass teams, has a designated team leader. The campus leadership includes the principal, assistant principal, Campus Compliance Coordinator (CCC), and counselor.

Instructional Leadership Team (ILT)

The Instructional Leadership Team (ILT) includes the principal, assistant principal, part-time math specialist, literacy interventionist, and dyslexia specialist. ILT members work collaboratively to support curriculum implementation, monitor instructional practices, and analyze student data to inform teaching decisions. Grade-level PLC meetings occur on a regular rotating schedule to ensure fidelity to the district's curriculum and to discuss student interventions. Teachers, specialists, and administrators collaborate during these meetings to identify areas of improvement and celebrate successes.

Professional Development

Ongoing professional development is provided throughout the year and is tailored to specific job roles to support best practices in teaching. The PTA supports this initiative by allocating funds for teachers to attend content-specific professional development that aligns with their individual goals or identified areas of need. The ILT facilitates learning opportunities, schedules classroom observations, and shares district-led professional development throughout the year. Feedback from walk-throughs, T-TESS evaluations, conferences, and PLC meetings provides teachers with clear guidance and opportunities for reflection.

Collaboration with Stakeholders

Austin Parkway Elementary prioritizes regular collaboration with CPAC members, stakeholders, and parents. We ensure that information is shared effectively and seek feedback to improve campus programs and engagement. Collaborative efforts include reviewing data, conducting campus walks, and identifying strategies to increase parent involvement and community engagement.

Extracurricular Opportunities

Austin Parkway Elementary provides students with a variety of extracurricular opportunities to foster personal growth and community involvement. These include:

- Honor Choir
- Coding Club
- Art Club
- Girls Club
- Student Council
- National Elementary Honors Society (NEHS)
- Fitness Club
- Destination Imagination
- SciNow Club

These programs give students the chance to explore their interests, develop new skills, and contribute to the school community.

School Processes & Programs Strengths

Our dedication to student support is exemplified through our tiered intervention system. Students receiving Tier II and Tier III instruction within our "Yacht Club" intervention groups are the focus of monthly Student Support Team (SST) meetings. These critical gatherings bring together teachers, administrators, and specialists to meticulously review progress-monitoring data, collaboratively determine appropriate Tier II and Tier III interventions, and identify precise next steps for each individual student, ensuring targeted and effective support.

Beyond our internal operations, we maintain strong, ongoing communication with our parent community. Classroom teachers, administration, and front office staff consistently provide essential information through weekly newsletters, Schoolmessenger alerts, updates on our marquee, broadcasts via KAPE, monthly PTA newsletters, and direct emails and phone calls. This comprehensive approach ensures that our families and the wider community remain informed and engaged partners in our students' educational journey.

Our collective efforts are driven by a clear goal: to achieve the equivalency of at least one grade level of growth for our students each school year. This ambition is supported by our inherent strengths, which include a deeply ingrained culture of collaborative planning, the effective utilization of Professional Learning Communities to discuss best practices and review data, and a highly effective process for analyzing data to directly inform and enhance instruction. These foundational elements ensure that Austin Parkway Elementary is not just a place of learning, but a dynamic, supportive, and continuously improving educational environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While collaborative planning and feedback are provided to enhance instructional opportunities using research-based strategies, there may be inconsistencies in the depth, fidelity, and widespread application of these strategies across all classrooms and grade levels.

Root Cause: Not all teachers may fully internalize or feel confident in implementing every research-based strategy, despite training. Initial professional development and feedback might not be consistently followed by sustained coaching or peer observation to ensure long-term implementation and refinement.

Problem Statement 2 (Prioritized): There is an inconsistent link between PLC discussions and instructional decisions made in the classroom.

Root Cause: Teachers may not have a shared understanding of how to analyze data to inform instruction. The "4 Guiding Questions" are not consistently used as a framework to move from data to actionable, classroom-level strategies and interventions.

Problem Statement 3: While Austin Parkway excels at supporting new teachers with mentors, there may be a lack of structured, ongoing, and differentiated professional development opportunities for all experienced teachers to continuously grow in emerging instructional practices, technology integration, or specialized content areas.

Root Cause: There might be an implicit assumption that experienced teachers no longer require significant ongoing professional development, particularly beyond core curriculum updates.

Problem Statement 4: The provided narrative highlights strengths in core academic and support processes but does not explicitly mention extracurricular or co-curricular opportunities, suggesting there might be a limited range of options for students to explore diverse interests, develop non-academic skills, or foster a broader sense of school community outside of the classroom.

Root Cause: Limited budget, lack of available staff to sponsor clubs, or insufficient facilities may restrict the expansion of extracurricular offerings.

Problem Statement 5: While the Student Support Team (SST) process is strong for Tier II/III interventions, the "Varying Program Enrollment Trends (Mixed Signals)" noted elsewhere in the data for programs like Self-Contained and Resource suggests potential inconsistencies in program capacity, effectiveness, or student placement within the broader support services framework.

Root Cause: Difficulty in recruiting or retaining specialists for specific programs (e.g., full-time math specialist) can impact capacity. The specific needs of the student population change year-to-year, requiring flexible program adjustment that may not always be readily achievable.

Perceptions

Perceptions Summary

Austin Parkway Elementary, a cornerstone of the community for over 30 years, fosters a warm, welcoming, and traditional culture evident to all who enter. Our campus is deeply integrated into the community, embodying a family-oriented atmosphere where strong partnerships between the school, families, and the highly supportive PTA are paramount. This collaborative spirit is central to our shared commitment to academic excellence, social-emotional learning, and cultivating a love for learning.

Our administrators maintain an open-door policy, ensuring approachability and a strong connection with all stakeholders. This collaborative environment empowers students to take ownership of their behavior and develop leadership skills, contributing to a campus-wide culture of kindness.

Parental involvement is a significant strength, with many parents regularly joining their children for lunch on campus. This active engagement contributes to students' positive perception of school, as evidenced by consistently low discipline numbers throughout the year. While our attendance rate is slightly below the district average, students consistently express enjoyment in coming to school each day.

To ensure every teacher has a voice, all campus committees include a representative from each team. Our dedicated Culture and Climate committee further enhances staff morale through various school-wide events and incentives.

Our diverse population is actively engaged through a wide array of opportunities offered throughout the 2024-2025 school year. These initiatives, including PTA and CPAC meetings, spirit nights, awards celebrations, class parties, Meet the Teacher, Open House, Family Picnic Day, and Field Day, are thoughtfully designed to connect students, parents, and the broader community. Notably, the PTA's second annual Glo Party was a resounding success, further strengthening community bonds. The high level of participation in these events reflects the strong commitment of our families to the school's mission and their children's educational journey.

Narrative on Overall School Quality

The provided image presents a comparison of "Overall School Quality" as perceived by two different groups: Parents and Campus Staff. The data is based on a survey that asked, "How do you rate the overall quality of your school?" The ratings are categorized as "Excellent," "Good," "Fair," and "Poor."

A significant finding is the stark difference in perception between parents and staff. Parents (with a sample size of 1,107) have a more mixed view. While 35% rate the school quality as "Excellent" and 52% as "Good," a combined 13% rate it as "Fair" or "Poor." This indicates that while the majority of parents are satisfied, there is a substantial portion who believe there is room for improvement.

In contrast, the Campus Staff (with a much smaller sample size of 36) has a more polarized view, but with a more positive overall sentiment. A remarkable 67% rate the school quality as "Excellent," and 31% as "Good." A very small percentage (2%) rated it as "Fair" and none rated it as "Poor." This suggests that the staff, who are directly involved in the day-to-day operations and teaching, have a very high opinion of the school's quality.

The disparity in these ratings—particularly the higher percentage of "Excellent" ratings among staff compared to parents—is a key point of interest. It raises questions about what each group values and observes when assessing school quality, and highlights a potential communication gap between the two groups. The parents' ratings, while still largely positive, show a greater degree of dissatisfaction, which could be due to factors they experience directly, such as communication from the school, perceived academic rigor, or extracurricular offerings.

Summary of Emotional Engagement

The recent student engagement survey provides a positive but nuanced view of our school environment. On the whole, students feel a strong sense of safety and positive relationships with teachers, with statements like "The rules at my school are fair" and "Teachers treat me with respect" receiving very high agreement scores. This indicates a solid foundation of trust between students and staff.

However, a deeper analysis reveals specific areas for targeted improvement, particularly in the domain of peer support. While the majority of students feel their peers are there for them, there are notable pockets of concern. For example, a small but significant percentage of 4th-grade students (11%) and 5th-grade students (10%) disagree with the statement that other students help or care about them. Furthermore, in the 5th and 6th grades, up to 10% of students feel that their peers do not respect what they have to say. These findings suggest that while our school climate is generally positive, we must be more intentional about fostering consistent and inclusive peer-to-peer relationships.

Perceptions Strengths

Austin Parkway Elementary benefits from exceptionally strong parent and community partnerships, a key pillar of our campus's success. Parents actively participate in a wide array of opportunities throughout the year, demonstrating a deep commitment to their children's education and the school community.

Evidence of this strength includes:

- **High Engagement in Information Sharing:** 87% of Parents/Guardians Strongly Agree or Agree that they are well-informed about campus and district-sponsored activities, including after-school programs and student performances. This high level of awareness indicates effective communication channels and parents' proactive engagement with school happenings.
- **Robust Volunteerism:** Our campus saw an impressive 133 parent volunteers during the 2024-2025 school year. This significant number underscores the willingness of families to dedicate their time and effort to support school initiatives and enhance the learning environment for all students.
- **Encouraged and Active Participation:** Families are consistently encouraged to volunteer, serve on committees, and attend crucial campus and district-sponsored events such as back-to-school nights and parent conferences. A remarkable 95% of Parents/Guardians Strongly Agree or Agree that they are encouraged to participate and do so actively, showcasing a highly collaborative and welcoming environment for parental involvement.
- **Culture of Mutual Respect:** The foundation of these strong partnerships is built on mutual respect. 92% of Parents/Guardians Strongly Agree or Agree that staff members and families treat each other with respect, fostering a positive and productive atmosphere where all stakeholders feel valued and heard.

These perceptions highlight a vibrant and supportive community where parents are not just informed, but are active, respected, and integral partners in the educational journey at Austin Parkway Elementary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While Austin Parkway students enjoy coming to school each day and discipline numbers remain low, the campus's attendance rate is slightly below the district level, indicating a potential area for targeted improvement in consistent student presence.

Root Cause: Some parents might not fully understand the cumulative impact of even excused absences on their child's learning, especially in the early grades. They might view an occasional sick day or a family trip as minor, not realizing how quickly these add up to chronic absenteeism.

Problem Statement 2 (Prioritized): A minority of students, particularly in the 4th and 5th grades, do not feel consistently supported or cared for by their peers. This indicates that while the school is a safe and respectful environment, positive peer-to-peer relationships are not universally consistent.

Root Cause: Students may lack enough intentional, opportunities to work together on projects or in activities that require collaboration and respect for diverse viewpoints.

Priority Problem Statements

Problem Statement 1: There is an inconsistent link between PLC discussions and instructional decisions made in the classroom.

Root Cause 1: Teachers may not have a shared understanding of how to analyze data to inform instruction. The "4 Guiding Questions" are not consistently used as a framework to move from data to actionable, classroom-level strategies and interventions.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: While collaborative planning and feedback are provided to enhance instructional opportunities using research-based strategies, there may be inconsistencies in the depth, fidelity, and widespread application of these strategies across all classrooms and grade levels.

Root Cause 2: Not all teachers may fully internalize or feel confident in implementing every research-based strategy, despite training. Initial professional development and feedback might not be consistently followed by sustained coaching or peer observation to ensure long-term implementation and refinement.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While student achievement is high, the overall median growth percentile on the MAP math and reading assessments is slightly below the national average (43 in math, 47 in reading). This suggests that while students are performing well, they are not growing at the same rate as their national peers.

Root Cause 3: Instruction may not be sufficiently differentiated to accelerate the growth of all learners. A one-size-fits-all approach may be leading to stagnation for students who are not growing at a rate of 50 or above.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a significant decline in 5th-grade STAAR scores across all three subject areas: Reading, Math, and Science. The "Approaches" and "Meets" proficiency levels dropped substantially, indicating a widening gap in foundational skills for a large portion of the student population. This trend is particularly concerning given the strong performance of 3rd and 4th graders.

Root Cause 4: There may be a lack of curricular or instructional alignment between 4th and 5th-grade content. The instructional focus may not be adequately preparing students for the rigor and complexity of the 5th-grade STAAR assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The school's Gifted & Talented (G&T) program participation has declined from a high of 8.39% in 2023-2024 to 5.48% in 2024-2025, which may indicate a lack of equitable identification or support for high-ability students.

Root Cause 5: The criteria or process for identifying G&T students may not be culturally or linguistically responsive, potentially under-identifying students from our diverse racial/ethnic groups, particularly the growing Hispanic-Latino and Black/African American populations.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The significant increase in students identified with Special Education needs (from 10.77% to 21.76%) and students receiving self-contained support (from 2.45% to 6.65%) suggests an increasing need for specialized resources and inclusive practices that may strain existing staff and resources.

Root Cause 6: General education teachers may not have sufficient training in co-teaching models, differentiation, and Universal Design for Learning (UDL) to effectively support

students with disabilities in the general classroom.

Problem Statement 6 Areas: Demographics

Problem Statement 7: While we maintained a consistently high percentage of students achieving "Meets" and "Masters" in Reading over the past four years, the performance has remained stable rather than accelerating. This indicates that while students are mastering grade-level standards, the school may be plateauing in its ability to push a greater percentage of students to reach the highest level of mastery.

Root Cause 7: While interventions are likely in place for struggling readers, there may be a lack of structured enrichment or differentiated instruction specifically designed to accelerate the growth of students who are already proficient.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The data shows remarkable, accelerated growth in the "Meets" category for Math and a significant jump in Science. However, the growth in the "Masters" category, while positive, is not growing at the same accelerated rate.

Root Cause 8: There may be a lack of comprehensive and integrated systems for advanced learning. This includes insufficient instructional rigor, limited enrichment programs, and a shortage of advanced curricular resources, which collectively hinder the school's ability to accelerate the growth of high-achieving students beyond grade-level proficiency.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The TELPAS Alt data shows that while many students are progressing, a notable number of students who began at a composite score of 2, 3, or 4 regressed. This indicates that the school is not consistently supporting all of its students with the most significant cognitive disabilities in maintaining or advancing their English language proficiency.

Root Cause 9: The TELPAS Alt data shows that while many students are progressing, a notable number of students who began at a composite score of 2, 3, or 4 regressed. This indicates that the school is not consistently supporting all of its students with the most significant cognitive disabilities in maintaining or advancing their English language proficiency.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: A minority of students, particularly in the 4th and 5th grades, do not feel consistently supported or cared for by their peers. This indicates that while the school is a safe and respectful environment, positive peer-to-peer relationships are not universally consistent.

Root Cause 10: Students may lack enough intentional, opportunities to work together on projects or in activities that require collaboration and respect for diverse viewpoints.

Problem Statement 10 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
- 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

- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, 85% of all students, in grades 3rd - 5th will grow at least 1.5 years in reading as indicated by NWEA Map Growth Measures.

High Priority

Evaluation Data Sources: Indicators of Success:

Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

Formative Measures:

NWEA MAP Growth: Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.

Summative Measures:

Students will show one year's growth on NWEA MAP Growth from BOY to EOY.

Students performing at Meets will increase 65% to 75% on STAAR Reading.

Students performing at Masters will increase 32% to 38% on STAAR Reading.

Students performing at Advance and Advance High will increase by 10% on TELPAS in reading and writing.

Strategy 1 Details	Reviews			
<p>Strategy 1: During PLT's ELAR teachers will utilize the four PLT questions to regularly analyze student performance data, identify learning gaps, and collaboratively design responsive, data-informed instructional units and lessons to address the specific needs of their students.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, & Specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 teachers will utilize Between the Latte's PROVE strategy and integrate it across all content areas to increase student proficiency in writing short constructed responses.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Specialists, & Paras</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: During PLT's, ELAR teachers will create and progress monitor fluid strategy groups during intervention and provide enrichment opportunities during Yacht Club.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Specialists, & Paras</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize the acceleration and depth/complexity frameworks outlined in GT plans to differentiate Tier 1 instruction, ensuring GT students receive content that is at least one level of rigor above grade level expectations, as evidenced by higher-order questioning.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, GT Teachers, GT COG, and specialists</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		

Strategy 5 Details	Reviews			
<p>Strategy 5: K-2 ELAR teachers will implement phonics instruction daily using the district's curriculum resources to increase literacy rates.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Specialists & Paras</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 6 Details	Reviews			
<p>Strategy 6: All teachers (K-5) will consistently embed content-based language supports, including the vocabulary strategies provided by the EB Specialist, by explicitly integrating language objectives and providing routine access to sentence stems/frames in all content-area lessons to support all students, with emphasis on EB students.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Teachers, paras, & EB specialist.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a significant decline in 5th-grade STAAR scores across all three subject areas: Reading, Math, and Science. The "Approaches" and "Meets" proficiency levels dropped substantially, indicating a widening gap in foundational skills for a large portion of the student population. This trend is particularly concerning given the strong performance of 3rd and 4th graders. Root Cause: There may be a lack of curricular or instructional alignment between 4th and 5th-grade content. The instructional focus may not be adequately preparing students for the rigor and complexity of the 5th-grade STAAR assessments.</p> <p>Problem Statement 2: While student achievement is high, the overall median growth percentile on the MAP math and reading assessments is slightly below the national average (43 in math, 47 in reading). This suggests that while students are performing well, they are not growing at the same rate as their national peers. Root Cause: Instruction may not be sufficiently differentiated to accelerate the growth of all learners. A one-size-fits-all approach may be leading to stagnation for students who are not growing at a rate of 50 or above.</p>

Student Learning

Problem Statement 4: While we maintained a consistently high percentage of students achieving "Meets" and "Masters" in Reading over the past four years, the performance has remained stable rather than accelerating. This indicates that while students are mastering grade-level standards, the school may be plateauing in its ability to push a greater percentage of students to reach the highest level of mastery. **Root Cause:** While interventions are likely in place for struggling readers, there may be a lack of structured enrichment or differentiated instruction specifically designed to accelerate the growth of students who are already proficient.

Problem Statement 5: The data shows remarkable, accelerated growth in the "Meets" category for Math and a significant jump in Science. However, the growth in the "Masters" category, while positive, is not growing at the same accelerated rate. **Root Cause:** There may be a lack of comprehensive and integrated systems for advanced learning. This includes insufficient instructional rigor, limited enrichment programs, and a shortage of advanced curricular resources, which collectively hinder the school's ability to accelerate the growth of high-achieving students beyond grade-level proficiency.

School Processes & Programs

Problem Statement 1: While collaborative planning and feedback are provided to enhance instructional opportunities using research-based strategies, there may be inconsistencies in the depth, fidelity, and widespread application of these strategies across all classrooms and grade levels. **Root Cause:** Not all teachers may fully internalize or feel confident in implementing every research-based strategy, despite training. Initial professional development and feedback might not be consistently followed by sustained coaching or peer observation to ensure long-term implementation and refinement.

Problem Statement 2: There is an inconsistent link between PLC discussions and instructional decisions made in the classroom. **Root Cause:** Teachers may not have a shared understanding of how to analyze data to inform instruction. The "4 Guiding Questions" are not consistently used as a framework to move from data to actionable, classroom-level strategies and interventions.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, 85% of all students, in grades 3rd - 5th will grow at least one year in math as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: Indicators of Success:

Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

Formative Measures:

NWEA MAP Growth: Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.

Summative Measures:

Students will show one year's growth on NWEA MAP Math Growth from BOY to EOY.

Students performing at Meets will increase 54% to 64% on STAAR Math.

Students performing at Masters will increase 28% to 32% on STAAR Math.

Strategy 1 Details	Reviews			
<p>Strategy 1: During Math PLT's teachers will utilize the four PLT questions to regularly analyze student performance data, identify learning gaps, and collaboratively design responsive, data-informed instructional units and lessons to address the specific needs of their students.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, & Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
<p>Strategy 2: During math PLT's, teachers will create and progress monitor fluid strategy groups during intervention and provide enrichment opportunities during Yacht Club.</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Specialists, & Paras</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers (K-5) will utilize the Concrete-Representational-Abstract (CRA) instructional framework as the model for introducing all new concepts. Teachers will intentionally plan and document the use of manipulatives (concrete objects) to teach foundational skills, ensuring that students successfully transition through the Representational stage (e.g., drawings, diagrams) before working solely in the Abstract (symbols and algorithms).</p> <p>Strategy's Expected Result/Impact: A stronger academic foundation for all students, a visible improvement in the school's performance data, and a more equitable learning environment where every student is challenged and supported to make significant gains.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Specialists, & Paras</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a significant decline in 5th-grade STAAR scores across all three subject areas: Reading, Math, and Science. The "Approaches" and "Meets" proficiency levels dropped substantially, indicating a widening gap in foundational skills for a large portion of the student population. This trend is particularly concerning given the strong performance of 3rd and 4th graders. Root Cause: There may be a lack of curricular or instructional alignment between 4th and 5th-grade content. The instructional focus may not be adequately preparing students for the rigor and complexity of the 5th-grade STAAR assessments.</p>

Student Learning

Problem Statement 2: While student achievement is high, the overall median growth percentile on the MAP math and reading assessments is slightly below the national average (43 in math, 47 in reading). This suggests that while students are performing well, they are not growing at the same rate as their national peers. **Root Cause:** Instruction may not be sufficiently differentiated to accelerate the growth of all learners. A one-size-fits-all approach may be leading to stagnation for students who are not growing at a rate of 50 or above.

Problem Statement 4: While we maintained a consistently high percentage of students achieving "Meets" and "Masters" in Reading over the past four years, the performance has remained stable rather than accelerating. This indicates that while students are mastering grade-level standards, the school may be plateauing in its ability to push a greater percentage of students to reach the highest level of mastery. **Root Cause:** While interventions are likely in place for struggling readers, there may be a lack of structured enrichment or differentiated instruction specifically designed to accelerate the growth of students who are already proficient.

Problem Statement 5: The data shows remarkable, accelerated growth in the "Meets" category for Math and a significant jump in Science. However, the growth in the "Masters" category, while positive, is not growing at the same accelerated rate. **Root Cause:** There may be a lack of comprehensive and integrated systems for advanced learning. This includes insufficient instructional rigor, limited enrichment programs, and a shortage of advanced curricular resources, which collectively hinder the school's ability to accelerate the growth of high-achieving students beyond grade-level proficiency.

School Processes & Programs

Problem Statement 1: While collaborative planning and feedback are provided to enhance instructional opportunities using research-based strategies, there may be inconsistencies in the depth, fidelity, and widespread application of these strategies across all classrooms and grade levels. **Root Cause:** Not all teachers may fully internalize or feel confident in implementing every research-based strategy, despite training. Initial professional development and feedback might not be consistently followed by sustained coaching or peer observation to ensure long-term implementation and refinement.

Problem Statement 2: There is an inconsistent link between PLC discussions and instructional decisions made in the classroom. **Root Cause:** Teachers may not have a shared understanding of how to analyze data to inform instruction. The "4 Guiding Questions" are not consistently used as a framework to move from data to actionable, classroom-level strategies and interventions.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, Austin Parkway Elementary will increase their score K-5 on the overall score of their Campus Wellness Assessment by 5%. The Campus Wellness Committee will monitor progress by setting campus wellness goals and monitor progress toward those goals.

Evaluation Data Sources: Campus Wellness assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a peer mentoring program where older students in 4th and 5th grades are paired with younger students to work on collaborative projects, fostering positive peer relationships and respect for diverse viewpoints.</p> <p>Strategy's Expected Result/Impact: A more positive and supportive learning environment where students feel a stronger sense of belonging and value. This improved engagement, in turn, is a key driver for higher academic achievement.</p> <p>Staff Responsible for Monitoring: Counselor, PBIS Committee & Teachers</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate regular team-building activities into the curriculum for 4th and 5th grades, focusing on collaboration, communication, and respect for diversity, to increase student engagement from the current baseline by 4%.</p> <p>Strategy's Expected Result/Impact: A more positive and supportive learning environment where students feel a stronger sense of belonging and value. This improved engagement, in turn, is a key driver for higher academic achievement.</p> <p>Staff Responsible for Monitoring: Counselor, PBIS Committee & Teachers</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate project-based learning into the curriculum where students in 4th and 5th grades work in diverse groups to solve real-world problems, encouraging collaboration and appreciation of different perspectives.</p> <p>Strategy's Expected Result/Impact: A more positive and supportive learning environment where students feel a stronger sense of belonging and value. This improved engagement, in turn, is a key driver for higher academic achievement.</p> <p>Staff Responsible for Monitoring: Counselor, PBIS Committee & Teachers</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
Strategy 4: The Librarian will provide digital citizenship lessons on respectful online interaction, cyberbullying prevention, and the long-term impact of digital behavior.	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: A minority of students, particularly in the 4th and 5th grades, do not feel consistently supported or cared for by their peers. This indicates that while the school is a safe and respectful environment, positive peer-to-peer relationships are not universally consistent. Root Cause: Students may lack enough intentional, opportunities to work together on projects or in activities that require collaboration and respect for diverse viewpoints.</p>

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, ensure that 85% of PLC meetings result in actionable instructional plans that address identified student learning gaps.

High Priority

Evaluation Data Sources: PLC Meeting Agendas and Notes, Lesson Plans, Unpacked TEKS, Common Assessment Data, Instructional Coach Checklists/Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all teachers and instructional staff with professional development sessions on the purpose and effective use of the four guiding questions in PLCs.</p> <p>Strategy's Expected Result/Impact: PLC discussions will become more efficient and focused on student data.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide on-going and job-embedded professional development on how to translate data analysis into effective instructional plans during PLT meetings.</p> <p>Strategy's Expected Result/Impact: PLC discussions will become more efficient and focused on student data.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, & Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
<p>Strategy 3: Regular walkthroughs of PLT meetings will be held to observe the implementation of the "4 Guiding Questions." They will provide timely, specific, and actionable feedback to PLT teams to celebrate successes and guide continuous improvement.</p> <p>Strategy's Expected Result/Impact: PLC discussions will become more efficient and focused on student data.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, & Specialists</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 4 Details	Reviews			
<p>Strategy 4: During PLT's the campus will focus on rigor, engagement, and student ownership of learning clarity practices.</p> <p>Strategy's Expected Result/Impact: PLC discussions will become more efficient and focused on student data.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, & Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While collaborative planning and feedback are provided to enhance instructional opportunities using research-based strategies, there may be inconsistencies in the depth, fidelity, and widespread application of these strategies across all classrooms and grade levels. Root Cause: Not all teachers may fully internalize or feel confident in implementing every research-based strategy, despite training. Initial professional development and feedback might not be consistently followed by sustained coaching or peer observation to ensure long-term implementation and refinement.</p> <p>Problem Statement 2: There is an inconsistent link between PLC discussions and instructional decisions made in the classroom. Root Cause: Teachers may not have a shared understanding of how to analyze data to inform instruction. The "4 Guiding Questions" are not consistently used as a framework to move from data to actionable, classroom-level strategies and interventions.</p>

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, Austin Parkway will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.

Evaluation Data Sources: Indicators of Success:

Quantitative Data Sources:

Monthly Budget-to-Actuals Reports: Financial reports comparing planned spending to actual spending.

Expenditure Reports by Department: Detailed reports showing spending per department, program, and funding source.

Procurement Records: Purchase orders and contract documentation.

Qualitative Data Sources:

Meeting Agendas and Minutes: Records from campus leadership and department head meetings that document budget discussions.

Staff Surveys: Surveys to gauge staff perception of budget transparency and alignment.

Stakeholder Interview Transcripts: One-on-one or small group interviews with key stakeholders (e.g., district director, PTA members).

Planning Documents: The Campus Improvement Plan (CIP) and other strategic planning documents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule and hold monthly budget review meetings with the campus leadership team to compare planned versus actual spending.</p> <p>Strategy's Expected Result/Impact: This prevents end-of-year budget surprises. By regularly reviewing reports, you can identify and address overspending or underutilization of funds early on.</p> <p>Staff Responsible for Monitoring: Principal, Executive Assistant</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
<p>Strategy 2: All significant purchases will require a brief, written justification that links the expenditure to district or campus initiatives.</p> <p>Strategy's Expected Result/Impact: Provide a clear, documented connection between spending and strategic priorities, reducing non-essential purchases.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, & Executive Assistant</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Design a campus budget worksheet that provides a visual summary of funds from the campus budget being spent each month.</p> <p>Strategy's Expected Result/Impact: Provide a real-time, summary of the financial health and progress of campus spending.</p> <p>Staff Responsible for Monitoring: Principal, & Executive Assistant</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
126 AUSTIN PARKWAY	AUSTIN PARI	AUSTIN PARI	TEACHER GRADE PK	0.5	WU	CARINA	1	24	126	A	PRINCIPAL ELEM
126 AUSTIN PARKWAY	AUSTIN PARI	AUSTIN PARI	TEACHER GRADE PK	0.5	DELOSSANTOS	COURTNEY	1	24	126	A	PRINCIPAL ELEM
126 AUSTIN PARKWAY	AUSTIN PARI	AUSTIN PARI	AIDE PRE-KINDERGARTEN	0.5	KIRKSEY	ZAHRIA	1	24	126	A	PRINCIPAL ELEM
126 AUSTIN PARKWAY	AUSTIN PARI	AUSTIN PARI	AIDE PRE-KINDERGARTEN	0.5	ARMSTRONG	ANTHONY	1	24	126	A	PRINCIPAL ELEM
126 AUSTIN PARKWAY	AUSTIN PARI	AUSTIN PARI	TEACHER LIT INTRVN	1	VORARITSKUL	GINA	1	24	126	A	PRINCIPAL ELEM