

Richardson Independent School District



Parkhill Junior High School

2026-2027 Campus Improvement Plan

Mission Statement

To teach, engage, and motivate so that every student, teacher, and leader will meet and/or exceed their academic growth goals.

Vision

Every child, every teacher, every leader, every day.

Value Statement

Beliefs:

To ensure the academic success of for all students, we believe...

In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance and grow.

That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.
Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

Table of Contents

Comprehensive Needs Assessment	4
Student Learning	5
School Processes & Programs	7
Perceptions	10
Goals	12
Goal 1 : We will design and implement systems that provide the necessary structur...	13
Goal 2 : RISD will reimagine the way we recruit and retain quality staff through com...	22
Goal 3 : We will establish systems for curriculum and learning experiences which s...	27
Goal 4 : We will create opportunities to ensure engagement with community memb...	38
Goal 5 : We will increase efficiency and effectiveness in operations and personnel ...	41



Comprehensive Needs Assessment

Student Learning

Summary

Parkhill is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

2022-2023 Map Data for our campus shows:

7th Grade MAP Reading, Spring 2023: 316 Students, 218.20 RIT Score, 54.43 Achievement Percentile, 50.95% Met Growth
8th Grade MAP Reading, Spring 2023: 308 Students, 220.33 RIT Score, 51.81 Achievement Percentile, 51.3% Met Growth
7th Grade MAP Math, Spring 2023: 312 Students, 227.21 RIT Score, 51.91 Achievement Percentile, 26.6% Met Growth
7th Grade MAP Algebra 1, Spring 2023: 5 Students, 252.20 RIT Score, 71 Achievement Percentile, 60% Met Growth
8th Grade MAP Algebra I, Spring 2023: 261 Students, 242.95 RIT Score, 57.56 Achievement Percentile, 60.15% Met Growth
8th Grade MAP Math, Spring 2023: 45 Students, 198.71 RIT Score, 11.93 Achievement Percentile, 20% Met Growth
8th Grade MAP Algebra 2, Spring 2023: 1 Student, 217 RIT Score, 6 Achievement Percentile, 0% Met Growth

2023 STAAR Early Guidance Results

2023 Reading, Grade 7: 318 Students, 75.79% Likely Passed, 15.72% Zone of Uncertainty
2023 Reading, Grade 8: 309 Students, 72.17% Likely Passed, 19.74% Zone of Uncertainty
2023 Algebra I EOC, Grade 8: 266 Students, 72.18% Likely Passed, 25.94% Zone of Uncertainty
2023 Math, Grade 8: 365 Students, 47.95% Likely Passed, 39.18% Zone of Uncertainty
2023 Science, Grade 8: 307 Students, 72.31% Likely Passed, 21.82% Zone of Uncertainty
2023 Social Studies, Grade 8: 304 Students, 56.25% Likely Passed, 24.67% Zone of Uncertainty

Strengths

- 51% of 7th and 8th grade students met projected growth in reading and 60% of 7th and 8th grade Algebra I students met projected growth in math from fall 2022 to spring 2023 on NWEA MAP assessments
- Over 72% of students in 7th/8th Grade Reading, 8th Grade Algebra I and Science are projected to pass the 2023 STAAR based upon early guidance data.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Only 27% of 7th Grade Math students are meeting projected growth in NWEA MAP.	Engagement in MAP assessments
2	Only 48% of students who took the 8th Grade Math STAAR are likely to pass based upon early guidance	7th graders are testing above grade level.

★ = Priority

School Processes & Programs

Summary

Parkhill teachers are highly qualified professionals who are committed to teach, engage, and motivate every student, every teacher, every leader, every day.

We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success.

Parkhill offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Athletics
- Career and Technical Education,
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Response to Intervention
- Special Education Services
- Student Services

Strengths

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.	Funding and resources.

★ = Priority

Perceptions

Summary

Parkhill is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Strengths

Parkhill teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all demographic populations have achieved their full potential academically or behaviorally.	

★ = Priority



Goals

Goal 1

We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 1

100% of students will meet North Star Goal expectations.

Strategy 1

All students will identify a student achievement growth (data) goal and Graduate Profile (life-ready) goal and submit quarterly evidence of progress toward that goal.

Strategy's Expected Result/Impact: Increased student ownership of learning and ability to articulate individual strengths, areas for growth, and progress toward academic and life-ready goals.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Administration

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Consistent growth data will allow teachers and PLCs to identify student needs, monitor individual progress, and adjust Tier 1 instruction and intervention.

Staff Responsible for Monitoring: RLA and Math Teachers, Academic Success Coach, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 3

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Students will maintain evidence of progress toward their individual goals and regularly reflect on their growth, increasing student ownership and accountability for learning.

Staff Responsible for Monitoring: Teachers, iTeam/LITE, Administration

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
----------	---------	-------	------

Performance Objective 2

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy 1

All staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conferences.

Strategy's Expected Result/Impact: Increased staff ownership of professional growth and intentional focus on instructional practices aligned to district priorities and identified T-TESS dimensions.

Staff Responsible for Monitoring: Administration, Instructional Coaches/Academic Success Coach, Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	January	March	June
----------	---------	-------	------

Strategy 2

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Increased staff accountability for goal progress and consistent documentation of professional growth, leading to improved instructional practices and student outcomes.

Staff Responsible for Monitoring: Administration, Instructional Leadership Team, iTeam/LITE

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November January March June

Strategy 3

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Staff will have structured opportunities to reflect on progress, analyze evidence, collaborate with peers, and identify actionable next steps toward professional growth goals.

Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November January March June

Performance Objective 3

Implement Multi-Tiered Systems of Support to identify and support behavioral needs of students.

Strategy 1

Implement clear and consistent Tier I campus behavior expectations and a discipline management plan through Raiders RISE, CHAMPS, explicit teaching and reinforcement of campus expectations, and consistent implementation of the campus behavior flowchart.

Strategy's Expected Result/Impact: Increased consistency of behavioral expectations across classrooms and common areas, increased instructional time on task, and decreased office referrals, ISS, and OSS placements.

Staff Responsible for Monitoring: Administration, Counselors, Intervention Counselor, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Earlier identification of students requiring additional behavioral support and increased implementation of targeted interventions before behaviors escalate to more restrictive disciplinary consequences.

Staff Responsible for Monitoring: Administration, Intervention Counselor, Counselors, MTSS Behavior Team, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

Implement a comprehensive refresh of the Code of Civility through consistent visual messaging and campus-wide communication.

Strategy's Expected Result/Impact: Increased student understanding of expectations for respectful interactions and improved consistency of behavioral expectations across classrooms and common areas.

Staff Responsible for Monitoring: Administration, Counselors, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

Implement Multi-Tiered Systems of Support to identify and support academic needs of students.

Strategy 1

Implement improved tiered systems of support for students identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education).

Strategy's Expected Result/Impact: Increased identification and timely support of students demonstrating academic risk, resulting in improved academic growth, course performance, and STAAR achievement.

Staff Responsible for Monitoring: Administration, Academic Success Coach, Counselors, Intervention Staff, RLA and Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds.

Strategy's Expected Result/Impact: Students identified for accelerated learning or intensive intervention will receive targeted instruction aligned to identified skill gaps, resulting in increased academic growth and mastery of grade-level standards.

Staff Responsible for Monitoring: Administration, Academic Success Coach, RLA and Math Teachers, Intervention Staff

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 3

Identify and progress monitor students in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

Strategy's Expected Result/Impact: Consistent progress monitoring will allow campus teams to identify students requiring additional support, evaluate intervention effectiveness, and make timely adjustments based on student response.

Staff Responsible for Monitoring: Administration, Academic Success Coach, Counselors, Teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 5

Strengthen the Comprehensive School Counseling Program, Trauma Informed Care, and Character Education programming to support the North Star Goal.

Evaluation Data Source: UIL

Strategy 1

Ensure campus counselors implement direct student services as mandated by Texas Education Code.

Strategy's Expected Result/Impact: Increased access to preventative and responsive counseling services, character education, and wellness supports resulting in improved student connectedness, decision-making, and readiness to learn.

Staff Responsible for Monitoring: Counselors, Intervention Counselor, Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Implement Project Wisdom (character education programming) through Social Studies and required observance.

Strategy's Expected Result/Impact: Increased access to preventative and responsive counseling services, character education, and wellness supports resulting in improved student connectedness, decision-making, and readiness to learn.

Staff Responsible for Monitoring: Counselors, Intervention Counselor, Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

Deliver Safer Minds, Safer Schools training to all campus staff in order to support comprehensive student wellness.

Strategy's Expected Result/Impact: Increased access to preventative and responsive counseling services, character education, and wellness supports resulting in improved student connectedness, decision-making, and readiness to learn.

Staff Responsible for Monitoring: Counselors, Intervention Counselor, Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 6

Ensure student health and wellness so students are equipped to meet their North Star Goal.

Strategy 1

Implement evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab in grades 6th-8th

Strategy's Expected Result/Impact: Increased student and staff knowledge of prevention, safety, and emergency-response procedures; timely identification and response to student safety concerns; and improved continuity of support for students transitioning between instructional settings.

Staff Responsible for Monitoring: Administration, School Nurse, Counselors, Intervention Counselor, Campus Threat Assessment Team, ERT Members

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: Increase staff preparedness and confidence in responding to a cardiac emergency by ensuring staff understand emergency response procedures, ERT roles, AED locations, and appropriate actions during a campus emergency.

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

Form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115.

Strategy's Expected Result/Impact: Ensure a trained, multidisciplinary campus team is prepared to identify, assess, and respond to concerning student behaviors and potential threats in order to support early intervention and maintain a safe and supportive learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Resource Officer, and Campus Threat Assessment Team

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: Increase students' ability to recognize warning signs in themselves and others, identify trusted adults and available support resources, and appropriately seek help when they have concerns about themselves or a peer.

Staff Responsible for Monitoring: Principal, Counselors, and Student Support/Intervention Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 5

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified at-risk for recidivism.

Strategy's Expected Result/Impact: Improve successful student transitions between DAEP and the home campus by providing individualized support, monitoring, and connections to appropriate resources, resulting in improved student engagement, successful reintegration, and a reduction in repeat disciplinary placements.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Intervention Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
----------	---------	-------	------

Goal 2

RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1 High Priority

Provide aligned professional learning opportunities to support teachers' action steps, driving progress toward their growth goals and district priorities.

Strategy 1

Campus leaders will provide ongoing job-embedded professional learning aligned to district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate the impact on instructional practices and student growth.

Strategy's Expected Result/Impact: Increase teacher effectiveness and consistency of high-quality instructional practices through ongoing professional learning, coaching, feedback, and progress monitoring, resulting in improved classroom instruction, increased student engagement, and measurable student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Academic Success Coaches, and Department Chairs

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

Utilize campus wide professional development days to support and train teachers on the Learner Growth Experience.

Strategy's Expected Result/Impact: Increase teacher understanding and consistent implementation of the Learner Growth Experience by providing dedicated professional learning, collaboration, and opportunities to apply learning to classroom practice, resulting in increased student ownership, engagement, and growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach and Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: New hire data

Strategy 1

Conduct campus-level exit surveys and stay interviews to address site-specific turnover, using staff feedback to refine our school culture, daily workload, and instructional support.

Strategy's Expected Result/Impact: Increase staff retention and job satisfaction by identifying campus-specific factors that contribute to employee satisfaction and turnover and using staff feedback to make targeted improvements to school culture, workload, communication, and instructional support.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Academic Success Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Implement, recruit and hire high performing staff that meets RISD high standards and expectations.

Strategy's Expected Result/Impact: Increase in teacher retention and reduce campus turnover by 5%
Increase in positive feedback on campus survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Strategy 3

Address low-scoring areas in climate survey by creating a campus team to develop an action plan to improve scores on survey and boost teacher retention.

Strategy's Expected Result/Impact: Improve campus climate and teacher retention by identifying areas of concern from staff survey data, developing targeted action steps, and monitoring progress throughout the year to increase staff satisfaction, engagement, and sense of support.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS observation data
Walkthrough data

Strategy 1

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes.

Strategy's Expected Result/Impact: Increase employee effectiveness through consistent, actionable feedback, individualized coaching, and progress toward professional goals, resulting in improved instructional practices and measurable student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, and Department Chairs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Evaluators conduct walkthroughs as a team to calibrate practices and implement TTESS calibration and interrater reliability among evaluators for TIA alignment.

Strategy's Expected Result/Impact: More consistent feedback to staff members
Improved instruction

Staff Responsible for Monitoring: Administrators

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

Evaluators collaborate regularly regarding what is being observed in classrooms

Strategy's Expected Result/Impact: Improved instruction
Consistent feedback from evaluators to staff members

Staff Responsible for Monitoring: Administrators

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

Utilize T-TESS to support teachers with choice professional development opportunities to support knowledge in identified areas of growth through self-assessment or data analysis.

Strategy's Expected Result/Impact: Increase in staff meeting their growth goals
Increase staff retention
Increase student performance

Staff Responsible for Monitoring: Administrators
All staff

Formative Reviews

November

January

March

June

Goal 3

We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1

Ensure programming and systems of support to ensure students served through special education, multilingual and gifted and talented services meet or exceed identified student outcome targets.

Strategy 1

Implement the ESL content-based model in grades 7-8. Utilize appropriate ESL supports and ELlevation strategies to ensure ESL and content-area teachers progress monitor, adjust instruction, and actively utilize intervention resources to address the academic and linguistic needs of Emergent Bilingual students.

Strategy's Expected Result/Impact: Increase academic achievement and language acquisition for Emergent Bilingual students through consistent implementation of linguistically accommodated instruction, ELlevation strategies, progress monitoring, and targeted interventions, resulting in increased student growth and improved performance on state and local assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, ESL Teachers, and LAT

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2 Results Driven Accountability

Campus administrators will monitor special education teachers' consistent use of the Data Dashboard to document lesson planning, service logs, and student progress. Data will be reviewed quarterly to identify needs and inform targeted instructional support, training, and coaching.

Strategy's Expected Result/Impact: Increase consistency and effectiveness of special education services through accurate documentation, regular progress monitoring, and data-driven instructional adjustments, resulting in improved implementation of student supports and increased academic growth for students receiving special education services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Special Education Teachers, and Special Education Department Chair

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 3

Ensure differentiated strategies and curricula are used to meet the needs of gifted and talented students.

Strategy's Expected Result/Impact: Increase academic challenge, engagement, and growth for gifted and talented students by providing differentiated learning experiences that promote depth, complexity, critical thinking, creativity, and advanced application of content.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, GT Teachers, and Department Chairs

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 4 Results Driven Accountability

Implement campus strategies to address SPED accountability targets through intentional progress monitoring, targeted interventions, data-driven PLCs, and differentiated instructional support for students receiving special education services.

Strategy's Expected Result/Impact: Increase academic achievement and growth for students receiving special education services by regularly analyzing student performance, identifying individual learning gaps, providing targeted interventions, and adjusting instruction based on student data, resulting in improved performance toward campus and state accountability targets.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Special Education Teachers, and Department Chairs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Performance Objective 2

Continue to refine and enhance Tier 1 instruction in support of the learning framework and the RISD Instructional Priorities.

Strategy 1

Increase the percentage of students in seventh grade who score at the meets level or above on STAAR Reading from 55% to 66%; Increase the percentage of students who score at the meets level in 8th grade math from 30% to 43%; Increase the percentage of students who score at the meets level or above on the Algebra 1 STAAR EOC from 34% to 45% by June 2027.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Approaches Grade Level or above on STAAR/EOC through consistent data analysis, targeted reteach and intervention, and progress monitoring. Students will demonstrate measurable academic growth toward campus and Board of Trustees achievement goals, with instructional adjustments made throughout the year based on student performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Department Chairs, and RLA/Math Teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 2

Parkhill will implement district-adopted High-Quality Instructional Materials (HQIM) with fidelity in all applicable mathematics courses. Math teachers will utilize weekly PLCs for lesson internalization, unpacking standards, anticipating student misconceptions, and planning appropriate scaffolds and extensions while maintaining the rigor of the curriculum.

Strategy's Expected Result/Impact: Consistent implementation of HQIM will strengthen Tier 1 mathematics instruction, increase alignment to grade-level standards and rigor, and improve student achievement and academic growth in Math and Algebra I.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Math Department Chair, and Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 3

Parkhill will implement the DDI protocol through weekly PLC data meetings, with a focus on 7th Grade Pre-Algebra and Algebra I. Teachers will analyze student data, identify priority TEKS and learning gaps, plan targeted reteach and intervention, and monitor student progress toward campus achievement and growth goals.

Strategy's Expected Result/Impact: Increased effectiveness of Tier 1 instruction and targeted intervention, resulting in increased student achievement and academic growth in Math and Algebra I.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Math Department Chair, Math Teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 4

Participate in the Accountability Data Leadership Series to deepen capacity for tracking student growth and addressing state accountability standards.

Strategy's Expected Result/Impact: Increased administrator capacity to analyze accountability data, identify areas of need, and implement targeted instructional actions that improve student achievement and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 5

Provide targeted support and monitor instructional practices to ensure an effective transition to the traditional schedule, with a focus on pacing, lesson design, and maximizing instructional time.

Strategy's Expected Result/Impact: Increased instructional effectiveness and consistent use of instructional time, resulting in improved student engagement, academic achievement, and growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Department Chairs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Performance Objective 3 HB3 Goal

Implement aligned Pre-K 12 student learning experiences to support RISD being "The One".

Strategy 1

Educate the community about CTE, encourage participation in CTE classes and support students obtaining CTE licensing and certification.

Strategy's Expected Result/Impact: Increase in CTE enrollment
Increase in CTE certification/licensure

Staff Responsible for Monitoring: CTE teachers
Counselors
Administration

Formative Reviews

November

January

March

June

Strategy 2

Offer events and activities that encourage parents and students to enroll in P-TECH courses - Open House Parkhill Preview.

Strategy's Expected Result/Impact: Increase in P-TECH enrollment
Increase in P-TECH retention

Staff Responsible for Monitoring: CTE teachers
Counselors
Administration

Formative Reviews

November **January** **March** **June**

Strategy 3

Create advisory lessons that support TCCR skills and 21st century learning.

Strategy's Expected Result/Impact: Increase in BrightBytes survey

Staff Responsible for Monitoring: All staff

Formative Reviews

November **January** **March** **June**

Strategy 4

Create 3 professional development trainings in support of the Learning Framework that will be supported by iTeam facilitating the implementation of technology.

Strategy's Expected Result/Impact: Increase in student engagement

Staff Responsible for Monitoring: Administration
Instructional coaches

Formative Reviews

November **January** **March** **June**

Performance Objective 4

Implement aligned Pre-K 12 student learning experiences to support RISD being "The One".

Evaluation Data Source: Learning walk and walkthrough data, student work/artifacts, PLC documentation, lesson plans, student engagement data, and evidence of Graduate Profile competencies.

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is

purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Increased purposeful use of technology to enhance student engagement, ownership, and learning while ensuring an appropriate balance between digital and non-digital instructional experiences.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, LITE, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

Parkhill teachers will design meaningful learning experiences that provide opportunities for student voice, choice, collaboration, critical thinking, and real-world application. Graduate Profile competencies will be intentionally embedded into instruction, with implementation monitored through PLCs, learning walks, student work, and coaching cycles.

Strategy's Expected Result/Impact: Increased student engagement, ownership, and application of learning, resulting in stronger development and demonstration of RISD Graduate Profile competencies.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Department Chairs, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 3

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative.

Strategy's Expected Result/Impact: Increased awareness and engagement among students, families, and the community regarding Parkhill's specialized academic programs, student learning experiences, and opportunities available to students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Counselors, Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 5

Ensure all students graduate College and Career Ready as measured by CCMR indicators including attendance, graduation rate and advanced academic measures.

Evaluation Data Source: Students will enter high school better prepared to select rigorous coursework and pathways that support future CCMR attainment and college and career readiness.

Strategy 1

Ensure 100% of AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course- Parkhill will strengthen college and career readiness through implementation of AVID strategies, focused note-taking, goal setting, organization, and academic support to prepare students for advanced coursework and future CCMR opportunities.

Strategy's Expected Result/Impact: Increased student readiness for rigorous high school coursework and future CCMR opportunities through stronger academic skills, goal setting, organization, and college and career awareness.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Counselors, AVID Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

Maintain and monitor systems to track student leavers and progress toward graduation, to identify students who are credit deficient or have an unacceptable leaver code and implement timely interventions to keep students on track for graduation- Parkhill will monitor attendance, course performance, and student leaver data to identify students at risk of becoming off track and provide timely academic, attendance, and counseling interventions to support successful transition to high school.

Strategy's Expected Result/Impact: Increased course completion, attendance, and successful promotion to high school, reducing the number of students at risk of future credit deficiency or dropout.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Academic Success Coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November

January

March

June

Strategy 3

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.

Career Exploration through Biztown for 100% of 5th grade and 7th grade students.

Finance Park to for all 4 High School Business courses in Spring 2027

Strategy's Expected Result/Impact: Increased student awareness of career pathways and stronger connections between academic learning, personal interests, and future college and career opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CTE Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 4

Add for Attendance: Increase Parkhill's average daily attendance from 95.39% to 95.89% by June 2027 through proactive attendance monitoring, early identification of attendance concerns, student and family outreach, and targeted interventions for students with chronic or emerging attendance concerns.

Strategy's Expected Result/Impact: Increased daily attendance and reduced chronic absenteeism, resulting in increased access to instruction and improved student achievement and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance Office Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 6

Prioritize support and resources for TEA identified "school improvement" campuses.

Evaluation Data Source: STAAR and accountability data, MAP and common assessment data, PLC/DDI documentation, walkthrough data, coaching-cycle documentation, and campus progress-monitoring data.

Strategy 1

School Improvement and Title I campuses will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

Strategy's Expected Result/Impact: Improved instructional practices and student culture through consistent implementation and monitoring of targeted action steps, resulting in increased student engagement, achievement, and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Department Chairs

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

Formative Reviews

November

January

March

June

Strategy 2

By June 2027, increase STAAR performance in Academic Achievement and Academic Growth by increasing RLA Academic Achievement at Meets Grade Level or above from 34% to 35%, Math Academic Achievement from 30% to 39%, RLA Academic Growth from 48% to 58.5%, and Math Academic Growth from 65% to 66%.

By June 2027, increase STAAR performance for Emergent Bilingual students by increasing RLA Academic Achievement at Meets Grade Level or above from 25% to 28%, Math Academic Achievement from 22% to 36%, RLA Academic Growth from 43% to 57%, and Math Academic Growth from 64% to 65%.

Strategy's Expected Result/Impact: Increased RLA and Math achievement and academic growth for Hispanic and Emergent Bilingual students, resulting in reduced achievement gaps and improved Closing the Gaps accountability performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Department Chairs, RLA and Math Teachers, EB/ESL Support Staff

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November January March June

Goal 4

We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1

Increase business and industry partnerships by 25% to support the district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source: Family Engagement, Volunteer Engagement including Verkada (VMS) data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1

Offer events and activities that encourage parental involvement: Back to School Picnic, Open House, Fine Arts Night, Parkhill Preview, Cafe in the Courtyard and Parent Engagement Night.

Strategy's Expected Result/Impact: Increase in attendance of activities

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Strategy 2

Participate in "Principal for a Day" to increase business and community partners and build meaningful connections that support the North Star Goal.

Strategy's Expected Result/Impact: Strengthen community engagement and increase meaningful partnerships that provide resources, experiences, and opportunities to support students and campus goals.

Staff Responsible for Monitoring: Principal, Assistant Principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Implement ParentSquare as district's new mass communications tool and increase contactability from 96% to 100%

Evaluation Data Source: ParentSquare contactability reports, communication delivery data, parent contact records, and campus communication logs.

Strategy 1

Utilize ParentSquare to publish and distribute a campus newsletter to all families every week throughout the school year, ensuring consistent and timely communication through a district-approved channel, with the principal or designee monitoring ParentSquare delivery reports weekly to confirm all families are receiving the newsletter.

Strategy's Expected Result/Impact: Increased family access to timely campus information and improved parent engagement, supporting the campus goal of increasing ParentSquare contactability from 96% to 100%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Telling your campus story: Increase engagement with parents and the community through the use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Increased parent and community awareness, engagement, and connection to Parkhill through consistent communication and strengthened community partnerships.

Staff Responsible for Monitoring: Principal, Assistant Principals, LITE, Academic Success Coaches

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Ensure 100% of parents know their students' individual growth goal and are equipped to support growth at home.

Evaluation Data Source: Parent-teacher conference documentation, ParentSquare communication and delivery reports, student goal-setting artifacts, Schoology portfolios, and parent feedback/engagement data.

Strategy 1

Share student individual growth targets and progress updates during fall parent-teacher conferences and distribute home-support strategy guides through weekly ParentSquare newsletters.

Strategy's Expected Result/Impact: Increased parent awareness of student growth goals and stronger home-school partnerships that support students in making progress toward individual academic goals.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coach, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Goal 5

We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Strategy 1

Provide training and resources to staff in August and January on proper money collecting/handling procedures and ordering/receiving goods procedures.

Strategy's Expected Result/Impact: Increased staff understanding and consistent implementation of district financial procedures, resulting in accurate financial records, reduced errors, and improved compliance.

Staff Responsible for Monitoring: Principal & Campus Executive Assistant

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November

January

March

June

Strategy 2

Collaborate with Facility Services and the Energy & Sustainability Department to optimize building energy.

Strategy's Expected Result/Impact: Increased energy efficiency and responsible use of campus resources, resulting in reduced energy consumption and operational costs.

Staff Responsible for Monitoring: Principal, Assistant Principal over Facilities & Executive Assistant

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November

January

March

June

Performance Objective 2

Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Source: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1

Implement "I Know What to Do Days" in October, December, February and April to continue to communicate safety protocols to students and staff.

Strategy's Expected Result/Impact: Increased student and staff preparedness, confidence, and consistency in following campus safety and emergency response procedures.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety Team, SRO

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Conduct Safety Week at the beginning of the year to practice SRP - evacuate, hold,lockdown, shelter and secure.

Strategy's Expected Result/Impact: Increased staff and student knowledge and confidence in emergency response procedures, resulting in consistent and effective implementation of SRP protocols during drills and emergency situations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety Team, SRO

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

Implement procedures to ensure compliance with Texas SB12 - required for parental rights.

Strategy's Expected Result/Impact: Consistent implementation of district procedures and increased staff understanding of parental rights requirements, resulting in campus compliance with SB 12.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November

January

March

June

Performance Objective 3

Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Source: Technology help desk/ticket data, network and system reliability reports, device inventory and maintenance records, cybersecurity and safety compliance documentation, and campus technology issue logs.

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: Increased accountability for student devices, improved student understanding of responsible technology use, and timely resolution of technology issues to minimize disruptions to teaching and learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, LITE, iTeam

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November

January

March

June

Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond project timelines and progress reports, construction and facilities updates, campus walkthroughs, project completion documentation, and communication records with Facility Services and Bond project teams.

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Bond 2025 projects will be completed with minimal disruption to campus operations, teaching, and learning while improving the safety, functionality, and quality of campus facilities and resources.

Staff Responsible for Monitoring: Principal, Assistant Principals, District Operations, Facility Services, Bond Project Team

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March	June
----------	---------	-------	------