

Katy Independent School District
Memorial Parkway Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Memorial Parkway strives to empower successful independent lifelong learners supported by a safe collaborative environment that respects and embraces diversity in a family friendly community. The BEST school in the Land!

Vision

The vision of Memorial Parkway Elementary is to create "life-ready" global citizens through comprehensive education and diverse experiences.

Value Statement

At MPE, we are:

givers

friendly

courageous

dreamers

uplifting

kind

united

successful

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The first CNA meeting was held on March 25, 2024 at the MPE library at 3:30pm. The following stakeholders were in attendance:

- administrator: Nelly Vaccaro
- other school leaders: Talya Robertson, Elizabeth Hull
- classroom teachers: Reeca Cox-McCrory, Riley Hargrove
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Elizabeth Salaiz, Paola Blanco
- business/community partners: Bill Fisher, Marietta Alexander
- district representatives: Sayda Chapa, Jessica Pierluissi

The committee talked about the CNA process and picked out the following data to consider at the next meeting: Special Programs and populations, current weaknesses being addressed this school year, STAAR scores, discipline, and attendance.

The second CNA meeting was held on April 29th, 2024 at the MPE library at 3:30pm. The following stakeholders were in attendance:

- administrator: Nelly Vaccaro
- other school leaders: Talya Robertson, Elizabeth Hull
- classroom teachers: Reeca Cox-McCrory, Riley Hargrove
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Elizabeth Salaiz, Paola Blanco
- business/community partners: Bill Fisher, Marietta Alexander
- district representatives: Sayda Chapa, Jessica Pierluissi

The committee talked about the data collected: number of discipline referrals (year-to-year comparison), number of students in behavior/classroom intervention (MTSS), attendance (year-to-year comparison), and student scores on campus-based and district-based assessments. Based on the data, the committee decided that the campus needed to focus on student achievement, parental involvement, and students' mental health needs.

Through a root-cause analysis, the committee determined the following problem statements and causes:

Problem : In 2024, STAAR math, reading, and science assessments across grade levels decreased.

Root Cause: Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Problem: MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population.

Root Cause: MPE staff feel that students are lacking core-foundational social and learning readiness skills that are required for students to be successful in the classroom. Teachers would benefit from more professional development on consistent campus practices provided by Administration.

Problem: At MPE, parental involvement has decreased over the last 10 years.

Root Cause: MPE has a large working class population with a language disparity that contributes to an environment that does not feel inclusive. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.

Demographics

Demographics Summary

Memorial Parkway Elementary is an early childhood through 5th grade Bilingual, Title I campus in Katy ISD. The campus currently houses Early Childhood Special Education (ECSE), Young Children with Autism Program (YCAP), and Autism Support and Intervention Program (ASIP) children with disabilities. Memorial Parkway Elementary is also home to the West-10 Regional Day School Program for the Deaf. Our ethnic population consists of the following: African-American, 3.68%, American Indian, 0.1%, Asian, 2.09%, Hispanic, 81.21%, Two or More Races, 2.29%, White, 10.64%. The special populations consist of the following: Economically Disadvantaged, 83.8%, Special Ed, 28.13%, Bilingual/ESL, 67.3%, GT, 1.99%. The campus enrollment has been slightly growing for the last few years: 2017-830, 2018-851, 2019-921, 2020-921 students; however, in 2021, our student population dropped to 850 students. In May 2022, enrollment was up to 983. At the end of May 2023, enrollment was slightly lower at 955. Our enrollment for the 2023-2024 school year grew to 1,006. For the 2024-2025 school year, bilingual students West of Mason Rd. will return to their home campus, West Memorial Elementary. Our bilingual and economically disadvantaged population have continued to increase slightly over the past five years.

During the 2023-2024 school year, the MPE Campus Advisory Team (CAT) met on September 18, October 24, March 25, and April 29th to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The CAT members met for a final time on April 29th 2024, to give review the reservation of funds and provide input for the 2023-2024 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed by the campus advisory team/CNA committee on the following dates:

- September 24, 2024
- November 19, 2024
- March 25, 2025
- April 29th, 2025

Demographics Strengths

Some of the most notable strengths at Memorial Parkway Elementary are as follows:

1. Families move to the area to attend the school due to the multiple programs offered on our campus (Bilingual, DHH, ECSE)
2. MPE is the only trilingual campus elementary - curriculum taught in ASL, English, and Spanish.
3. MPE boasts an increasingly diverse population which requires our staff to become more reflective of our existing and ever-changing campus needs. MPE is known District-wide for its family-oriented culture and climate.
4. MPE has significantly increased the number of opportunities for students to participate in non-academic clubs and organizations. These opportunities have provided them with opportunities to meet students from different ethnicities and social-economic backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population. **Root Cause:** MPE staff feel that students are lacking core-foundational social and learning readiness skills that are required for students to be successful in the classroom. Teachers would benefit from more professional development on consistent campus practices provided by Administration.

Student Learning

Student Learning Summary

The STAAR redesign was fully implemented in the spring 2023 for all grades/subjects and courses.

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2023-2024 Memorial Parkway Elementary has received XX.

2024 RAW scores	% Approaches	% Meets	% Masters
Reading	70%	41%	11%
Math	60%	33%	11%
Science	40%	15%	9%

Student Learning Strengths

Memorial Parkway Elementary has continued to focus on improving STAAR achievement by focusing on constant and regular student data to determine gaps in student mastery of TEKS. We focus on the achievement of all students from low to high achieving to ensure they are getting the individualized learning they need to progress to the next performance level. As a result, we have been able to make gains in some areas. With the STAAR redesign scoring there was a significant drop in student performance over the course of the last 2 years. The STAAR overall longitudinal results over the last five years are listed below:

STAAR Tests	2019	2021	2022	2023	2024
Approaches					
Reading	84%	79%	82%	78%	70%
Math	81%	70%	78%	74%	60%
Science	79%	70%	65%	60%	40%
Meets					
Reading	53%	50%	57%	48%	41%
Math	44%	36%	44%	40%	33%

Science	54%	29%	22%	28%	15%
Masters					
Reading	28%	29%	37%	15%	11%
Math	23%	19%	21%	15%	11%
Science	18%	13%	26%	10%	6%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2024 STAAR math, reading, and science assessments across grade levels decreased. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

School Processes & Programs

School Processes & Programs Summary

Memorial Parkway Elementary School places a high priority on employing and retaining high-quality, talented staff.

Each new teacher will attend monthly new staff training days which are led by the building principal designee. During these training days, new teachers have the opportunity to visit classrooms throughout the building to acquire ideas, learn new strategies, ask questions and become familiarized with the campus. They also get in-depth information regarding grading practices, parent conferences, special education requirements, and end-of-the-year procedures. All teachers, including the new teachers, attended content-specific professional development with District selected presenters.

Additionally, all teachers work with the leadership team to analyze data for the purpose of planning effective instruction. Throughout the year, the staff members will attend meetings each month to receive professional development based on the needs identified in our campus improvement plan. These professional development meetings will be provided by teacher leaders, instructional coaches, and administration. At Memorial Parkway Elementary, we believe that teachers benefit greatly from visiting other classrooms throughout our campus. For this reason, we implement regular learning walks in which teachers visit their colleagues' classrooms with a focus on a specific strategy they would like to implement. Teachers also attend weekly planning meetings to share ideas for lessons that will meet the needs of our diverse student population. Instructional coach will help foster effective pedagogical practices collaborative meetings as needed to train teachers on instructional strategies, assist with data analysis, discuss professional literature, and share ideas for effective instruction.

School Processes & Programs Strengths

The following initiatives strengthen our staff quality, recruitment, and retention at MPE:

- New Teacher Academy (As outlined by District for each campus)
- Mentors are assigned to every teacher new to campus
- Support for the first week in the classrooms for every Kindergarten teacher and new staff to MPE is offered by our Instructional Support Staff
- Learning Walks to visit and learn from professional colleagues at the campus and District level
- Professional development is provided at every staff meeting and supported financially through local, state, and national conferences
- Grade level PLCs strengthen instruction through weekly planning
- PDR-Professional Development Rotations provide teachers additional time monthly to meet as a grade-level team and receive professional development during the school day.
- Administrative walk-throughs occur multiple times per semester for every teacher; feedback is ongoing.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At MPE, parental involvement has decreased over the last 10 years. **Root Cause:** MPE has a large working class population with a language disparity that contributes to an environment that does not feel inclusive. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.

Perceptions

Perceptions Summary

One of the core beliefs at Memorial Parkway Elementary is that students, staff, and community members thrive best in a safe and secure environment that is fully immersed in positivity and clear expectations for every procedure. Therefore, Memorial Parkway Elementary continues implementing School-Wide Positive Behavioral Interventions and Supports.

Positive Behavioral Interventions and Supports or PBIS is a school-wide discipline program with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Components of PBIS include:

- a purpose and approach to discipline
- a clear set of positive expectations and behaviors
- procedures for teaching expected behavior
- a continuum of procedures for encouraging expected behavior
- a continuum of procedures for discouraging inappropriate behavior
- procedures for on-going monitoring and evaluation

The PBIS committee at Memorial Parkway Elementary consists of a core set of teachers and support staff. The purpose of the PBIS committee is to collaborate with one another throughout the school year to ensure that PBIS is successfully implemented at Memorial Parkway. Each member is responsible for disseminating information from the meetings to their teams and other staff members. Committee members also serve as PBIS experts at Memorial Parkway Elementary. Positive progress has been made regarding the reduction in discipline referrals and the increase in students' knowledge of school-wide expectations. Additionally, staff members have made a significant shift from focusing on reacting to negative student behaviors to focusing on teaching appropriate behaviors and rewarding positive behaviors.

In addition to PBIS, Memorial Parkway Elementary will continue the Ron Clark Academy House System in the 2024-2025 school year. The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. Using RCA's methods the school will be able to confidently implement processes that build character, relationships, inclusive community, and school spirit. Students are celebrated for their efforts through a process that builds character, empowers academic excellence, fosters school spirit, enhances relationships, and promotes a culture of belonging for all.

The Ron Clark Academy House System at Memorial Parkway Elementary features six houses — our learning and leadership communities for students. Each House has unique properties such as its own color, symbols, nation of heritage, history, and more. Over time, each House also starts to take on its own values and personality-driven by the culture of the students and staff within it.

The houses and colors at Memorial Parkway Elementary:

- Altruismo (Black)
- Amistad (Red)
- Isbindi (Green)
- Reveur (Blue)
- Sollevare (Yellow)
- Nukumori (Purple)

Building staff morale is recognized as a critical component in retaining high-quality staff at Memorial Parkway Elementary. The staff members receive special treats throughout the year that show how much they are appreciated by the administration team and/or the campus PTA. Throughout the year, will have team-building morale-boosting events such as the

Back to School Luncheon, Thanksgiving luncheon, Teacher and Staff Appreciation meals, and treats.

Through a partnership with parents, educators, and our community, Memorial Parkway Elementary is committed to understanding and meeting the needs of diverse learners by creating a safe, kind, respectful, and responsible learning experience for every student. Excellence is modeled and expected by all members of the Memorial Parkway Elementary family.

Perceptions Strengths

Memorial Parkway Elementary School celebrates these strengths:

- Students can earn praise points to redeem for prizes as an incentive for meeting campus core values and behavioral expectations.
- All classrooms, hallways, restrooms, and common areas have MPE Behavioral posters with behavior expectations that are specific to each area.
- Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations.

Priority Problem Statements

Problem Statement 1: MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population.

Root Cause 1: MPE staff feel that students are lacking core-foundational social and learning readiness skills that are required for students to be successful in the classroom. Teachers would benefit from more professional development on consistent campus practices provided by Administration.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 2024 STAAR math, reading, and science assessments across grade levels decreased.

Root Cause 2: Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At MPE, parental involvement has decreased over the last 10 years.

Root Cause 3: MPE has a large working class population with a language disparity that contributes to an environment that does not feel inclusive. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: SI: In conjunction with the school improvement team and the ESF Annual Goal: 90% of content and specialty teachers will increase at least one level on the campus blueprint monitoring tool which will close gaps in three content areas (ELAR, Math, Science) among all student and the defined state and federal targets by May 2025.

High Priority

Evaluation Data Sources: Classroom observations, instructional admin walkthroughs, Campus based assessments, District Learning Assessments, Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be provided training and staff development in classroom and instructional expectations by August 30th,2024 to support school improvement and learning for all students. Throughout the year teachers will be provided additional training to supprt their needs based on walkthrough data and feedback.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: IC,APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development - Employee Registration - 211 - Title I Part A - \$5,000, Professional Development - Employee Mileage - 211 - Title I Part A - \$1,000, Professional Development - Other Contracted Services - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Administrative Team will monitor effective instruction by reviewing lesson plans focusing on high leverage practices through the school year to support school improvement.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, increase in teacher capacity</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and ICs will monitor student data by student groups (hispanic and black sup population) to attain a successful campus accountability rating.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement by students, increased student growth rates, consistent implementation of small group instruction by teachers</p> <p>Staff Responsible for Monitoring: Instructional Coach and Coordinator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional admin will conduct instructional walkthroughs per week using the blueprint/rubric. Teachers will receive a minimum of 3 walkthroughs per semester. Teachers and instructional admin will review their data at weekly meetings. Teachers will be provided with immediate feedback when conducting their instructional walkthroughs. The instructional admin will meet with teachers that need additional coaching.</p> <p>Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement</p> <p>Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. Root Cause: Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.</p>

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Math will increase to 30% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: SI: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in math, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Strengthen our elementary programs and increase the percent of our students who reach the math Meets/Masters level. Decrease the number of students with academic gaps. Increase student growth.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach and Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - \$13,000, Professional Development - Employee Registration - 211 - Title I Part A - \$5,000, Instructional - General Supplies - 211 - Title I Part A - \$6,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers, Instructional Coaches, and Administrators will add structure in the area of leading PDRs that create systems for effective collaborative planning, data analysis, and the development of reteach & enrichment plans. The team will hold regular and data-focused meetings to make strategic, decisions on how to manage leadership duties including, but not limited to, observation/feedback cycles.</p> <p>Strategy's Expected Result/Impact: Strengthen our elementary programs and increase the number of students that achieve growth in the state accountability target areas. Decrease the number of students with academic gaps.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To meet the needs of all students currently not meeting state expectations, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during small group and tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Results</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - \$310,845</p>	Formative			Summative
	Oct	Jan	Apr	June
<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

Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Reading will increase to 37% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in reading, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions. Provide materials and targeted intervention resources to ensure the mastery and student growth of required Reading TEKS of all students including those at risk of not meeting the state academic standards.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results. Decrease the number of students with academic gaps. Increase student growth.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - \$14,000, Professional Development - Registration - 211 - Title I Part A - \$3,000, Professional Development - Employee Room & Board - 211 - Title I Part A - \$2,200, Professional Development - Employee Mileage - 211 - Title I Part A - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the Reading performance of all MPE students, including the EL, at-risk and Special Education sub-pop, by increasing the number and variety of books of high interest and appropriate levels in all classrooms, to take to student homes, and in the Literacy Library, as well as increase access to electronic materials through online subscriptions.</p> <p>Strategy's Expected Result/Impact: Increase in reading STAAR scores Staff Responsible for Monitoring: Instrucional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - \$3,000, Instructional - Reading Materials - - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To meet the needs of all students currently not meeting state expectations, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores. Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional - Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - \$20,200</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 3 Problem Statements:

Student Learning

Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

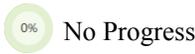
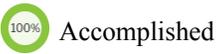
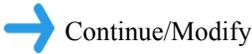
Performance Objective 4: The percent of Memorial Parkway Elementary students who achieve Meets and above in Science will increase by 5% by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve Science performance for all students, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.) and the opportunity to participate in Science-related field trips.</p> <p>Strategy's Expected Result/Impact: Increase in Science STAAR scores Staff Responsible for Monitoring: Instructional Coach and Science AST</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional - General Supplies - 211 - Title I Part A - \$6,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To meet the needs of all students currently not meeting state expectations in science, we will utilize Title One funds and State Compensatory Education funds to purchase science consumables</p> <p>Strategy's Expected Result/Impact: Increase in Science STAAR scores. Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional - General Supplies - 211 - Title I Part A - \$6,300</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in science, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Results</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach and Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Prepared Media (software, subscriptions for online resources - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June


Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. Root Cause: Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.</p>

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administration, Physical Education Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: The daily average attendance of Memorial Parkway Elementary students will increase from 94% to 96% in the 2024-2025 school year.

Evaluation Data Sources: Attendance Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Create effective transition activities (PK to K and 5 to 6) and events to improve attendance, achievement, and retention among students</p> <p>Strategy's Expected Result/Impact: improve attendance, achievement, and retention among students</p> <p>Staff Responsible for Monitoring: PK/K/5th grade teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incentivize student attendance to increase student growth.</p> <p>Strategy's Expected Result/Impact: improve attendance, achievement, and retention among students.</p> <p>Staff Responsible for Monitoring: ADA and Assistant Principals,Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 6 Problem Statements:

Student Learning

Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: MPE will continue to support the digital one-to-one initiative in order to increase student knowledge and skills in technology.

Strategy 1 Details	Reviews			
<p>Strategy 1: MPE will purchase trackable technology that allows staff to be more reflective of their instructional strategies and practices.</p> <p>Strategy's Expected Result/Impact: increase technology integration</p> <p>Staff Responsible for Monitoring: Administration Library Media Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Trackable Technology - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration and staff will attend professional learning that increases knowledge of technology integration in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased technology integration</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Learning - Employee Registration - 211 - Title I Part A - \$2,000, Professional Learning - Employee Room and Board - 211 - Title I Part A - \$1,000, Professional Learning - Employee Mileage - 211 - Title I Part A - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: MPE Leadership team will collaborate to interview and select high quality teaching candidates for hire.

Evaluation Data Sources: Talent Ed requisitions, new hire credentials

Strategy 1 Details	Reviews			
<p>Strategy 1: The new teacher mentoring program will provide support to new teachers for the first two years of employment at MPE.</p> <p>Strategy's Expected Result/Impact: Increase the retention rates at MPE. Increase quality of instruction provided by new teachers.</p> <p>Staff Responsible for Monitoring: New Teacher Liason Principal and Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The administrative team will attend leadership conferences designed to increase the teacher effectiveness in supporting well-rounded students.</p> <p>Strategy's Expected Result/Impact: Increase the quality of support for campus staff</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Professional Learning- Administrative Registration - 211 - Title I Part A - \$10,000, Professional Learning- Administrative Room and Board - 211 - Title I Part A - \$6,000, Professional Learning- Administrative Mileage - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All emergent bilingual students (EBs) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade levels that address instruction that is sheltered and culturally responsive.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores, exits from ESL program Increase in academic performance of EL students, increased communication and social interaction between ELs and non-EL students</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population. Root Cause: MPE staff feel that students are lacking core-foundational social and learning readiness skills that are required for students to be successful in the classroom. Teachers would benefit from more professional development on consistent campus practices provided by Administration.</p>
Student Learning
<p>Problem Statement 1: In 2024 STAAR math, reading, and science assessments across grade levels decreased. Root Cause: Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.</p>

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase parental involvement on campus and number of volunteers by 25% to support campus programs.

Evaluation Data Sources: Number of parents in attendance at events

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication between all stakeholders: campus, parents, community, etc. Recruit new volunteers at campus events such as Meet the Teacher, Curriculum, Family Fitness, and STREAM Nights. Retain returning volunteers through various appreciation projects such as treats at the sign-in desk, thank you cards, and bulletin board with volunteer of the months displayed.</p> <p>Strategy's Expected Result/Impact: Increase volunteers and parental involvement on campus Retain volunteers</p> <p>Staff Responsible for Monitoring: Administration, PTA Board</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PFE - General Supplies - 211 - Title I Part A - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: At MPE, parental involvement has decreased over the last 10 years. Root Cause: MPE has a large working class population with a language disparity that contributes to an environment that does not feel inclusive. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.</p>

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Increase parental participation in school-wide events by 30%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct STREAM and Curriculum night which allows parents the opportunity to interact actively with students while learning the curriculum. Communication will be distributed through the campus website and community SMORE as well as the weekly newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents attending school events.</p> <p>Staff Responsible for Monitoring: Instructional coach and Administration</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PFE - Other Operating Expenses (snacks for parent meetings) - 211 - Title I Part A - \$250, PFE - General Supplies - 211 - Title I Part A - \$1,000, PFE- Other Contracted Services (contracts, non-licensed professionals) - 211 - Title I Part A - \$3,500, Reading Materials (books for parent involvement) - 211 - Title I Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide PK/K and 5th to 6th grade transition strategies including Kindergarten Orientation, Junior High orientation and promote Katy ISD PK/K Summer Program for identified students in ESOL/Bilingual.</p> <p>Strategy's Expected Result/Impact: Increased number of parents attending the transition orientation</p> <p>Staff Responsible for Monitoring: Kindergarten Team Leader 5th Grade Team Leader Bilingual Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PFE - Reading Materials - 211 - Title I Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct evening family fitness events and Art Night to promote parental involvement for our MPE families and include the participation of our Partners in Education. Communication will be distributed through the campus website and community SMORE as well as the weekly newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents attending school events.</p> <p>Staff Responsible for Monitoring: Specials Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PFE - Other Operating Expenses (snacks for parent meetings) - 211 - Title I Part A - \$250</p>	Formative			Summative
	Oct	Jan	Apr	June
<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

Problem Statement 1: At MPE, parental involvement has decreased over the last 10 years. **Root Cause:** MPE has a large working class population with a language disparity that contributes to an environment that does not feel inclusive. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Parent Engagement: Enhancing Educational Supports for EB Students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Advertise and provide event flyers for Title III Series - Parent Engagement: Enhancing Educational Supports for EB Students.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<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>				

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: MPE students will become well-rounded students that exhibit behaviors and attitudes that contribute to an engaging, caring learning environment. We will use professional development, technology, classroom management and behavior strategies to increase learning time and support well-rounded students and decrease discipline by 10%.

Evaluation Data Sources: principal dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of Positive Behavior Intervention and Supports through the use of an online platform that supports students and staff tracking of expectations. Clarify and amend school-wide expectations for common areas, and reward structures, including tangible and non-tangible incentives.</p> <p>Strategy's Expected Result/Impact: Reduction of disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Administration, PBIS Committee</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Instruction and General Supplies - 211 - Title I Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MPE will implement the Purposefull People social-emotional learning program during community circle time each morning specifically designed to develop character and social-emotional skills in students, staff, and families.</p> <p>Strategy's Expected Result/Impact: Successfully meeting students and community social-emotional needs, Panther of the Month</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MPE counselors will attend training and professional staff development on strategies and tools to use to develop character and social-emotional skills in students, staff, and families.</p> <p>Strategy's Expected Result/Impact: successfully meeting students and community social-emotional needs</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Professional Development - Employee Registration - 211 - Title I Part A - \$2,000, Professional Development - Employee Room and Board - 211 - Title I Part A - \$2,000, Professional Development - Employee Mileage - 211 - Title I Part A - \$300</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: MPE Staff and students will utilize tiered levels of identification and intervention (i.e., SpeakUp, Bullying investigation procedures, threat assessment process, MTSS behavioral collaboratives, small group/individual counseling) to monitor, assist, and reduce the number of students who exhibit harmful behaviors toward selves and others. Campus leadership team will coordinate implementation of violence and bullying preventive strategies, consistent documentation, and individualized responses to match needs of the student/situation.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<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:

Demographics

Problem Statement 1: MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population. **Root Cause:** MPE staff feel that students are lacking core-foundational social and learning readiness skills that are required for students to be successful in the classroom. Teachers would benefit from more professional development on consistent campus practices provided by Administration.

State Compensatory

Budget for Memorial Parkway Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Memorial Parkway Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Blegan	Academic Support	1
Kelly Cartwright	Academic Supprt	1
Lizeth Elizondo	Bilingual Academic Support	1
Lorely Salas	Bilingual Academic Support	1
Marissa Pappas	Academic Support	1

Title I

1.1: Comprehensive Needs Assessment

The first CNA meeting was held on March 25, 2024 at the MPE library at 3:30pm. The following stakeholders were in attendance:

- administrator: Nelly Vaccaro
- other school leaders: Talya Robertson, Elizabeth Hull
- classroom teachers: Reeca Cox-McCrory, Riley Hargrove
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Elizabeth Salaiz, Paola Blanco
- business/community partners: Bill Fisher, Marietta Alexander
- district representatives: Sayda Chapa, Jessica Pierluissi

The committee talked about the CNA process and picked out the following data to consider at the next meeting: Special Programs and populations, current weaknesses being addressed this school year, STAAR scores, discipline, and attendance.

The second CNA meeting was held on April 29th, 2024 at the MPE library at 3:30pm. The following stakeholders were in attendance:

- administrator: Nelly Vaccaro
- other school leaders: Talya Robertson, Elizabeth Hull
- classroom teachers: Reeca Cox-McCrory, Riley Hargrove
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Elizabeth Salaiz, Paola Blanco
- business/community partners: Bill Fisher, Marietta Alexander
- district representatives: Sayda Chapa, Jessica Pierluissi

The committee talked about the data collected: number of discipline referrals (year-to-year comparison), number of students in behavior/classroom intervention (MTSS), attendance (year-to-year comparison), and student scores on campus-based and district-based assessments. Based on the data, the committee decided that the campus needed to focus on student achievement, parental involvement, and students' mental health needs.

Through a root-cause analysis, the committee determined the following problem statements and causes:

Problem: In 2024, STAAR math, reading, and science assessments across grade levels decreased.

Root Cause: Administration, teachers, and staff need additional resources and professional development in instructional strategies and language acquisition strategies in which students will then achieve success in learning and communication.

Problem: MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population.

Root Cause: MPE staff feel that students are lacking core-foundational social and learning readiness skills that are required for students to be successful in the classroom. Teachers would benefit from more professional development on consistent campus practices provided by Administration.

Problem: At MPE, parental involvement has decreased over the last 10 years.

Root Cause: MPE has a large working class population with a language disparity that contributes to an environment that does not feel inclusive. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Memorial Parkway Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. We include parents, students, community members, district staff, principals, teachers, and business partners in the development of the Campus Improvement plan. Every year we review the data from the past year. The six steps that our campus follows include: 1) establishing and training a campus advisory team; 2) clarifying the vision for school reform; 3) sharing our campus vision/story; 4) identifying data sources and gathering the data; 5) analyzing the data to make plans for improvement; 6) reporting the data findings to the campus advisory team and collecting reflections and feedback throughout the schoolwide planning process. The data we use in decision-making are STAAR results, District Learning Assessments, TELPAS, discipline, attendance and report card grades. In addition, we send out a yearly parent and student survey to collect additional information about the school culture and climate. We also have a MPE Student Advisory Board made up of students in grades 3-5. The students provide input on daily campus life and activities. Administrators, teachers and paraprofessionals identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for all stake holders including parents, community members, teachers, administrators, support staff, paraprofessionals, technology staff and special populations personnel to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

2.2: Regular monitoring and revision

During the 2023-2024 school year, the MPE Campus Advisory Team met on September 18th, November 27th, April 29th, and March 25th, to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The PTA Board then met with administrators on April 7th, 2024, to give input for the 2024-2025 CNA, CIP, and Parent Family Engagement Policy/Compact.

Revisions and updates for the 2024-2025 CNA and CIP will be made by the campus advisory team that includes all campus stakeholders on the following dates:

September 24, 2024

November 19, 2024

March 25, 2025

April 29, 2025

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

The campus needs assessment, campus improvement plan and parent family engagement policy & compact are on our campus website, Instagram, Facebook, and X (twitter). A curriculum night that encompasses our Title 1 orientation will be held in person on September 29, 2024 and on October 10th. The information/presentation will be sent out via campus enews on multiple occasions in September and October.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's approaches, meets, and masters levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan: 1) review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research. 2) identify how each activity in our school strengthens the core academic program; 3) identify scientifically-based research programs that increase the amount and quality of learning time; 4) review the master schedule to identify opportunities for extended learning time; 5) investigate how manipulatives are used in the various core areas; 6) identify programs within our school that address enriched and accelerated curriculum issues; 7) disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students. Instruction by state certified professional teachers and highly qualified paraprofessionals are important components of our schoolwide plan. Procedures in use at Memorial Parkway Elementary to ensure that high-quality instruction and support occurs include: 1) Using Math, Reading & Writing small groups in classrooms K-5; 2) using Reading and Math progressions; 3) providing extra support for each grade-level and closing the gaps intervention; 4) providing time throughout the year for high-quality professional development including faculty, PLC and vertical meetings; 5) providing an effective mentoring system for new staff; 6) assigning teachers for a "best-fit" assignment of their strengths; 7) monitoring effectiveness of staff with frequent walk-throughs and observations; 8) providing training and opportunities for collaboration to analyze formative and summative student achievement data in PDR meetings; 9) implementing strategies to provide clear lines of communication between teachers and the instructional leadership team.

2.5: Increased learning time and well-rounded education

At the beginning of each nine-week grading period, each grade level identifies individual students who need additional learning time to meet standards. Students needing additional support receive intervention both by the homeroom teacher and the support staff intervention teachers during extended learning time as well as pushing into classrooms. The assistance and support look different at each grade level; however, it is always available to all students in the school who need it. Intervention teachers, coaches, LSSP, counselor, APs, and behavior support staff are utilized as resources for improving student performance. We regularly review data and provide additional small group instruction or tutoring for all students who need assistance. During intervention time students are grouped together by knowledge. The Academic Support Teachers (ASTs) plan intervention for students who need additional support in closing their learning gaps and mastering grade level TEKS. Classroom teachers plan extension activities for students that are above grade level. A gifted and talented program is on the campus and teachers refer students for GT testing along with parent consent. Staff sponsor before and after school clubs and opportunities that include Art Club, Girls on the Run, Sign Club, Destination Imagination, Choir and Read, Deed, and Run.

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

Memorial Parkway Elementary addresses the needs of all students by constantly collecting data through teacher observations, running records, assessments, and student work. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program. MTSS is a systematic process used to meet the individual needs of students. A committee utilizes the eSchool program to document data on our students who are struggling academically and/or behaviorally. This system allows teachers to continually monitor progress of our MTSS students as well as provide data to specialized teams in the event of additional assessments and evaluations. These interventions are ongoing and may change based on specific student needs. Identified students receive tutorials in the areas of reading and math. In addition, in the January we collect input from parents, students, community members, district staff, principals, teachers, and business partners on our parental involvement policy. This input is collected and used to revise the parent compact and parent involvement policy

3.1: Annually evaluate the schoolwide plan

During the 2023-2024 school year, the MPE Campus Advisory Team met on September 18th, November 27th, April 29th, and March 25th, to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The PTA Board then met with administrators on April 7th, 2024, to give input for the 2024-2025 CNA, CIP, and Parent Family Engagement Policy/Compact.

Revisions and updates for the 2024-2025 CNA and CIP will be made by the campus advisory team that includes all campus stakeholders on the following dates:

September 24, 2024

November 19, 2024

March 25, 2025

April 29, 2025

4.1: Develop and distribute Parent and Family Engagement Policy

Memorial Parkway Elementary staff collaborated with parent and community members during the CAT meeting held in the spring of 23-24 school year. The policy was updated based on feedback provided to support our current campus needs and strengths.

The Parent and Family Engagement Policy is distributed on the weekly SMORE in both English and Spanish. In addition it is uploaded onto the campus website in both English and Spanish. In addition, hard copies are available upon request in the front office.

Teachers will distribute a copy of this to all parents during parent teacher conferences being held on September 20th, 2024 in English and Spanish for our bilingual families.

4.2: Offer flexible number of parent involvement meetings

Memorial Parkway Elementary provides different dates and times for parents to attend activities and opportunities. Information is distributed through the campus eNews and is available at any time via our campus website.

- Title 1 Parent meetings Curriculum Night
- Parent/ Family House Party
- Meet the Teacher Night
- Volunteering in workroom
- Spirit Nights
- PTA Activities and Events
- Junior Achievement
- Class Parties
- Watch D.O.G.S. kick off and opportunities
- Grandparents Day
- Carnival
- Parent Teacher Conferences
- Book Fair Family Nights
- S.T.R.E.A.M. Night (Science, Technology, Reading, Engineering, Art, and Mathematics)
- Museum Night
- Open House /Technology Night
- Classroom Readers

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Richardson	Counselor	Title 1	1
Hailey Burgower	Academic Support Teacher	Title 1	1
Laura Mosquera	Bilingual Academic Support Teacher	Title 1	1
Shahla Razinobahkt	Academic Support Teacher	Title 1	1

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development - Employee Registration		\$5,000.00
2	1	1	Professional Development - Employee Mileage		\$1,000.00
2	1	1	Professional Development - Other Contracted Services		\$5,000.00
2	2	1	Professional Development - Employee Registration		\$5,000.00
2	2	1	Instructional - Prepared Media (software, subscriptions for online resources)		\$13,000.00
2	2	1	Instructional - General Supplies		\$6,500.00
2	2	3	Instructional - Extra Duty Pay Professional (supplemental positions)		\$310,845.00
2	3	1	Professional Development - Registration		\$3,000.00
2	3	1	Professional Development - Employee Room & Board		\$2,200.00
2	3	1	Instructional - Prepared Media (software, subscriptions for online resources)		\$14,000.00
2	3	1	Professional Development - Employee Mileage		\$500.00
2	3	2	Instructional - Reading Materials -		\$5,000.00
2	3	2	Instructional - Prepared Media (software, subscriptions for online resources)		\$3,000.00
2	3	3	Instructional - Extra Duty Pay Professional (supplemental positions)		\$20,200.00
2	4	1	Instructional - General Supplies		\$6,500.00
2	4	2	Instructional - General Supplies		\$6,300.00
2	4	3	Instructional - Prepared Media (software, subscriptions for online resources)		\$10,000.00
5	1	1	Instructional - Trackable Technology		\$5,000.00
5	1	2	Professional Learning - Employee Room and Board		\$1,000.00
5	1	2	Professional Learning - Employee Registration		\$2,000.00
5	1	2	Professional Learning - Employee Mileage		\$500.00
6	1	2	Professional Learning- Administrative Room and Board		\$6,000.00
6	1	2	Professional Learning- Administrative Registration		\$10,000.00
6	1	2	Professional Learning- Administrative Mileage		\$1,000.00
8	1	1	PFE - General Supplies		\$500.00
8	2	1	PFE - Other Operating Expenses (snacks for parent meetings)		\$250.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1	PFE- Other Contracted Services (contracts, non-licensed professionals)		\$3,500.00
8	2	1	Reading Materials (books for parent involvement)		\$1,500.00
8	2	1	PFE - General Supplies		\$1,000.00
8	2	2	PFE - Reading Materials		\$1,500.00
8	2	3	PFE - Other Operating Expenses (snacks for parent meetings)		\$250.00
9	1	1	Instruction and General Supplies		\$6,000.00
9	1	3	Professional Development - Employee Mileage		\$300.00
9	1	3	Professional Development - Employee Registration		\$2,000.00
9	1	3	Professional Development - Employee Room and Board		\$2,000.00
				Sub-Total	\$461,345.00

Addendums

