

Katy Independent School District

Memorial Parkway Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



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, 2023 at the MPE library at 3:30pm. The following stakeholders were in attendance:

- campus principal: Dr. Norma Martinez
- assistant principals: Steve Kowalski, Elizabeth Hull
- classroom teachers: Reeca Cox-McCrory, Riley Hargrove
- paraprofessionals: Tess Hall, Ximena Ocaziones
- parents: Elizabeth Salaiz, Paola Blanco
- business/community partners: Bill Fisher, Marietta Alexander
- district employees: Silvia Osuna, Jessica Pierluissi

The committee talked about the CNA process and picked out the following data to consider at the next meeting: Discipline, Attendance, and Student scores on campus-based and district-based assessments.

The second CNA meeting was held on May 15, 2023 at the MPE library at 3:30pm. The following stakeholders were in attendance:

- campus principal: Norma Martinez
- assistant principal: Steve Kowalski
- classroom teachers: Reeca Cox-McCrory, Riley Hargrove
- paraprofessionals: Tess Hall, Ximena Ocaziones
- parents: Elizabeth Salaiz, Paola Blanco
- business partner: Bill Fisher
- community partner: Marietta Alexander
- district employees: Silvia Osuna, 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 2023, several MPE students will receive the prediction of "likely did not pass" on the STAAR math, reading, and science assessments.

Root Cause: Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

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-foundation social and learning readiness skills that are required for students to be successful in the classroom.

Administration and teachers would benefit from more professional development.

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

Root Cause: Campus administrators and staff need to provide more opportunities for parents to visit the school during the day and during the evenings for those that work during the day.

The committee agreed they would meet again, once the STAAR scores were released in August 2023.

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, 5.6%, American Indian, 0.1%, Asian, 2.2%, Hispanic, 77.7%, Two or More Races, 2.4%, White, 11.9%. The special populations consist of the following: Economically Disadvantaged, 79.2%, Special Ed, 23.9%, Bilingual/ESL, 63.8%, GT, 2.6%. 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 bilingual and economically disadvantaged population have continued to increase slightly over the past five years.

During the 2022-2023 school year, the MPE Campus Advisory Team (CAT) met on September 19, October 24, March 23, and May 15 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 May 15, 2023, 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 18, 2023
- November 27, 2023
- March 25, 2024
- May 13, 2024

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-foundation social and learning readiness skills that are required for students to be successful in the classroom. Administration and teachers would benefit from more professional development.

Student Learning

Student Learning Summary

The STAAR redesign was fully implemented in the spring 2023 for all grades/subjects and courses. Due to the changes, the reporting of performance standards will be later in August 2023. The information below will be updated as soon as the information is made available to the district.

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2021-2022 Memorial Parkway Elementary has received a B/87 Rating

The Texas Education Agency uses three Domains in determining a school's accountability rating:

- Domain I-Student Achievement
 - Student Performance-STAAR performance for all students across all grade levels.
- Domain II-School Progress
 - Academic Growth-Calculated for all students across reading and math.
 - Relative Performance-Calculated for all students across all grade levels and all subjects.
- Domain III-Closing the Gaps
 - Academic Achievement-% of test results in reading and math at the Meet Grade Level or Above.
 - Academic Growth-Academic growth score in reading and math.
 - STAAR Only-STAAR scores used in Domain I.
 - EL Proficiency-% of current EL students making progress toward achieving English language proficiency.

Student achievement consists of STAAR performance standards based on mastery of the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency has established four performance levels used to classify student achievement: Did not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. These levels are used to measure student achievement are applied to each STAAR test at each grade level. The 2022 overall STAAR Results (Accountability Students) are listed below for each test:

2022	% Approaches	% Meets	% Masters
Reading	82%	57%	37%
Math	78%	44%	21%
Science	65%	35%	26%

Student Learning Strengths

The STAAR redesign was fully implemented in the spring 2023 for all grades/subjects and courses. Due to the changes, the reporting of performance standards will be later in August 2023. The information below will be updated as soon as the information is made available to the district.

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. The STAAR overall longitudinal results over the last five years are listed below:

STAAR Tests	2017	2018	2019	2021	2022
Approaches					
Reading	80%	87%	84%	79%	82%
Math	84%	87%	81%	70%	78%
Science	69%	76%	79%	70%	65%
Meets					
Reading	54%	59%	53%	50%	57%
Math	44%	51%	44%	36%	44%
Science	32%	45%	54%	29%	22%
Masters					
Reading	28%	34%	28%	29%	37%
Math	23%	24%	23%	19%	21%
Science	8%	21%	18%	13%	26%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

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 coaches lead content collaborative meetings each week 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 supported every teacher, 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 with our Instructional Coaches
- PDR-Professional Development Rotations provide teachers additional time every two weeks 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
- Vertical academic teams strengthen the alignment of curricular objectives and instructional strategies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At MPE, parental involvement has decreased over the last 10 years. **Root Cause:** Campus administrators and staff need to provide more opportunities for parents to visit the school during the day and during the evenings for those that work during the day.

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 initiate the Ron Clark Academy House System beginning in the 2023-2024 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, 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: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments.

Root Cause 1: Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MPE staff lack the expert-level skills required to meet the emotional and behavioral needs of their diverse student population.

Root Cause 2: MPE staff feel that students are lacking core-foundation social and learning readiness skills that are required for students to be successful in the classroom. Administration and teachers would benefit from more professional development.

Problem Statement 2 Areas: Demographics

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

Root Cause 3: Campus administrators and staff need to provide more opportunities for parents to visit the school during the day and during the evenings for those that work during the day.

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
- Effective Schools Framework 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 14, 2023

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: ESF: 90% of content and specialty teachers will increase at least one level on the campus blueprint monitoring tool by May 2024.

Evaluation Data Sources: Classroom observations, instructional admin walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be provided training and staff development in classroom and instructional expectations by October 6, 2023.</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: 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 - 211-13-6414-800-xxx-30-804-21124 - \$5,000, Professional Development - Room and Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21124 - \$6,000, Professional Development - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21124 - \$1,000, Instructional - Supplies and Materials - 282 - ESSER III - 282-11-6399-E13-xxx-11-889-28224 - \$5,000, Professional Development - Other Contracted Services - 211 - Title I Part A - 211-13-6299-800-xxx-30-804-21124 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional admin will communicate expectations/blueprint in weekly PDRs by October 6, 2023.</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
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional admin will conduct 5 instructional walkthroughs per week using the blueprint/rubric. Teachers will receive a minimum of 4 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
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional admin will use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. Teachers of EB students will attend professional development to support identified needs of emergent bilingual (EB) students and know the proficiency levels of the emergent bilingual (EB) students in their classrooms to utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: have 100% of teachers ESL certified; certified teachers will use strategies to help EB students</p> <p>Staff Responsible for Monitoring: ESL teachers admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. Root Cause: Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.</p>

Goal 1: 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 42% by July 2024.

High Priority

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 Math Instructional Coach</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development - Employee Registration - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21124 - \$1,000, Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21124 - \$15,000, Instructional - General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21124 - \$6,250</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 PLCs and 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 Coaches</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 Extended Learning Time and tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Results</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - 211-11-6117-800-xxx-30-804-21124 - \$100,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 1: 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 60% by July 2024.

High Priority

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 Coaches</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>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development - Registration - 211 - Title I Part A - 211-13-6414-800-xxx-30-804-21124 - \$1,000, Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21124 - \$14,000, Professional Development - Employee Room & Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21124 - \$1,000, Professional Development - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21124 - \$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</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21124 - \$1,000, Instructional - Reading Materials - 211 - Title I Part A - 211-11-6329-800-xxx-30-804-21124 - \$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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - 211-11-6117-800-xxx-30-804-21123 - \$100,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 1: 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 2024.

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</p> <p>Staff Responsible for Monitoring: Instructional Coach</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21124 - \$6,250, Instructional - Student Transportation - 211 - Title I Part A - 211-11-6494-800-104-30-804-21124 - \$1,500</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.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21124 - \$6,250</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 Coaches</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Prepared Media (software, subscriptions for online resources) - 211 - Title I Part A - 211-11-6396-800-xxx-30-804-21124 - \$10,000, Instructional - Other Contracted Services (contracts, non-licensed professionals) - 211 - Title I Part A - 211-11-6299-800-xxx-30-804-21124 - \$5,000</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 4 Problem Statements:

Student Learning

Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 1: 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
	 <p>50%</p>			
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: Administrators Physical Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>75%</p>			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 1: 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 93% to 95% in the 2023-2024 school year.

Evaluation Data Sources: Attendance rates
retention rates

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
	N/A			
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 PK-5 Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional - Student Incentives - 199- General Fund: ESL/BIL Special Allotment - \$1,500</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 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 2: Katy ISD will develop purposeful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: MPE teachers will utilize rigorous TEK based assessments to demonstrate student mastery of TEKS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data to develop TEK based checkpoints to assess mastery for all students of relevant TEKS every 3-4 weeks.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the Depth of Knowledge model to create assessments in alignment with the state's recommended Frequency Distribution of TEKS and higher level questions.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</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

Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

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.

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. Provide professional development clarifying and amending school-wide expectations for common areas, and reward structures, including the use of 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</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional - General Supplies - 211 - Title I Part A - 211-11-6399-800-xxx-30-804-21124 - \$6,250</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MPE will implement the Purposefull People social-emotional learning program 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</p> <p>Staff Responsible for Monitoring: Counselors Purposefull People Committee</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: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: MPE staff 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, Improve low-performing schools</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 - 211-13-6414-800-xxx-30-804-21124 - \$1,000, Professional Development - Employee Room and Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21124 - \$1,000, Professional Development - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21124 - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers will use cool-down corners to help students self-monitor and self-redirect their behaviors and emotions during the instructional day.</p> <p>Strategy's Expected Result/Impact: decreased discipline referrals, calls for administration</p> <p>Staff Responsible for Monitoring: counselors classroom 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: Demographics 1</p> <p>Funding Sources: Instructional - Reading Materials - 282 - ESSER III - 282-31-6329-E09-xxx-99-889-28224 - \$1,000, Instructional - Supplies and Materials - 282 - ESSER III - 282-31-6399-E09-xxx-99-889-28224 - \$4,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: To meet the needs of all students' mental health and well-being, we will utilize Title One funds and State Compensatory Education funds to employ an additional counselor to help with classroom lessons and the implementation of the district's SEL-chosen curriculum.</p> <p>Strategy's Expected Result/Impact: decreased discipline referrals, calls for administration</p> <p>Staff Responsible for Monitoring: administration lead counselor</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: Demographics 1</p> <p>Funding Sources: Instructional - Extra Duty Pay Professional - 211 - Title I Part A - 211-11-6117-800-xxx-30-804-21124 - \$94,560</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-foundation social and learning readiness skills that are required for students to be successful in the classroom. Administration and teachers would benefit from more professional development.</p>

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Information on important social-emotional learning topics, such as - violence prevention and bullying prevention will be provided to parents, students and teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the weekly staff bulletin and eNews, parents and teachers will receive information regarding violence and bullying prevention.</p> <p>Strategy's Expected Result/Impact: Decrease in Behavior Threat Assessments and Bullying Incidents</p> <p>Staff Responsible for Monitoring: Counselors</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: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The mental health team (counselors, social worker, LSSP, and principal) will hold monthly parent meetings to discuss students' social-emotional learning needs and possible strategies that parents can implement to aid in student success and achievement in school.</p> <p>Strategy's Expected Result/Impact: Decrease in Behavior Threat Assessments and Bullying Incidents</p> <p>Staff Responsible for Monitoring: counselors</p> <p>Title I: 2.5, 2.6, 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 - Other Operating Expenses - 211 - Title I Part A - 211-61-6499-800-xxx-30-804-21124 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: At MPE, parental involvement has decreased over the last 10 years. **Root Cause:** Campus administrators and staff need to provide more opportunities for parents to visit the school during the day and during the evenings for those that work during the day.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Administration will attend leadership conferences to learn about recruiting, retaining, and supporting highly qualified and effective teachers. Administration will create a plan to support returning and supporting new teachers.

Evaluation Data Sources: conference agenda

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 Lead Mentor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</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, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Professional Learning- Administrative Registration - 211 - Title I Part A - 211-23-6414-800-xxx-30-804-21124 - \$1,500, Professional Learning- Administrative Room and Board - 211 - Title I Part A - 211-23-6415-800-xxx-30-804-21124 - \$5,000, Professional Learning- Administrative Mileage - 211 - Title I Part A - 211-23-6416-800-xxx-30-804-21124 - \$500</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-foundation social and learning readiness skills that are required for students to be successful in the classroom. Administration and teachers would benefit from more professional development.</p>
Student Learning
<p>Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. Root Cause: Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.</p>

Goal 5: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: MPE will continue to expand 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 continue to purchase additional technology to work towards the one-to-one technology initiative.</p> <p>Strategy's Expected Result/Impact: Increased number of technology devices on campus</p> <p>Staff Responsible for Monitoring: Administration Library Media Specialist</p> <p>Title I: 2.4, 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 - Trackable Technology - 211 - Title I Part A - 211-11-6387-800-xxx-30-804-21124 - \$11,144</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 Classroom</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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 - 211-13-6414-800-xxx-30-804-21124 - \$2,000, Professional Learning - Employee Room and Board - 211 - Title I Part A - 211-13-6415-800-xxx-30-804-21124 - \$2,000, Professional Learning - Employee Mileage - 211 - Title I Part A - 211-13-6416-800-xxx-30-804-21124 - \$300</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: increased monitoring tools in the classrooms</p> <p>Staff Responsible for Monitoring: Administration Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 - 282 - ESSER III - 282-11-6387-E08-xxx-11-889-28224 - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. **Root Cause:** Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

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 lanyards/pins for incremental numbers of volunteer hours.</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 - 211-61-6399-800-xxx-30-804-21124 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide 1 or more parent engagement activities (such as Multicultural night) specific to the parents of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Increase volunteers and parental involvement on campus Retain volunteers</p> <p>Staff Responsible for Monitoring: Instructional admin, instructional coordinator</p> <p>Title I: 4.2</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: At MPE, parental involvement has decreased over the last 10 years. **Root Cause:** Campus administrators and staff need to provide more opportunities for parents to visit the school during the day and during the evenings for those that work during the day.

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Increase parental participation in school-wide events and parent-teacher conferences by 45%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct STREAM night which allows parents the opportunity to interact actively with students while learning the curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents attending school events.</p> <p>Staff Responsible for Monitoring: Administration Instructional coaches</p> <p>Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - 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 - 211-61-6499-800-xxx-30-804-21124 - \$500, PFE - General Supplies - 211 - Title I Part A - 211-61-6399-800-xxx-30-804-21124 - \$500, PFE- Other Contracted Services (contracts, non-licensed professionals) - 211 - Title I Part A - 211-61-6299-800-xxx-30-804-21124 - \$3,000</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</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 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: PFE - Reading Materials - 211 - Title I Part A - 211-61-6329-800-xxx-30-804-21123 - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct evening family fitness events and Run, Deed, and Read to promote parental involvement and health and fitness for our MPE families and include the participation of our Partners in Education.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents attending school events.</p> <p>Staff Responsible for Monitoring: Specials Team Leader Run, Deed, and Read Sponsor</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>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2023, 7-15% of MPE students received the prediction of "likely did not pass" on the STAAR math, reading, and science assessments. Root Cause: Administration, teachers, and staff need additional resources and professional development in activities and strategies in which students achieve success in technology, learning, communication, and life skills.</p>

School Processes & Programs

Problem Statement 1: At MPE, parental involvement has decreased over the last 10 years. **Root Cause:** Campus administrators and staff need to provide more opportunities for parents to visit the school during the day and during the evenings for those that work during the day.

State Compensatory

Budget for Memorial Parkway Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

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>
Kellie Cartwright	Academic Support	1
Laura Vasquez	Bilingual Academic Support	1
Lizeth Elizondo	Bilingual Academic Support	1
Loreley Salas	Bilingual Academic Support	1
Marissa Pappas	Academic Support	1
Robbie Bronstein	Academic Support	1

Title I

1.1: Comprehensive Needs Assessment

Memorial Parkway Elementary conducts a comprehensive needs assessment at the end of each school year during the last 2 Campus Advisory Team (CAT) meetings. These meetings serve as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. During the first meeting in March, administrators and teachers collected data in collaboration with teacher leaders. The leadership team then wrote factual problem statements and identified the root causes. The CAT was given time to reflect on the data and ask clarifying questions. When the CAT team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The final plan was revised in September 2023, when state scores were reported.

Memorial Parkway Elementary has created a school-wide program to ensure that all students, particularly those who are low achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments. We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

Our campus will:

- Set high expectations for students and staff
- Implement best practices for curriculum and instruction
- Focus on student achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff, parents and community
- Commit to continuous improvement for each student every year

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 stakeholders 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 2022-2023 school year, the MPE Campus Advisory Team met on September 17th, October 29th, March 23th, and May 2nd 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 14th, 2022, to give input for the 2022-2023 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

- September 18, 2023
- November 27, 2023
- March 25, 2024
- May 13, 2024

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 virtually on August 29 and in person on September 19, 2023. The information/presentation will be sent out via campus enews on multiple occasions in August and September.

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 STEM Club, Art Club, 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 2022-2023 school year, the MPE Campus Advisory Team met on September 17th, October 29th, March 23th, and May 2nd 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 14th, 2023, to give input for the 2023-2024 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

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4.1: Develop and distribute Parent and Family Engagement Policy

The policy will be distributed through eNews, which is available to be translated into dozens of languages. Copies of the policy will also be available on our campus website and Facebook page.

Memorial Parkway Elementary

Parent and Family Engagement Policy

2023-2024

Statement of Purpose:

At MPE, the faculty and staff work to provide an educational program which offers each child, within a caring and

cooperative environment, the opportunity to develop individual, intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community. We believe that all students, regardless of individual differences can learn, and that teachers who are committed to this belief provide for the most successful learning experiences. The staff members at MPE strongly support community and parental involvement which promotes student learning and therefore, leads to student success.

The mission of Memorial Parkway Elementary is to empower all learners through innovative learning experiences, character education, and inclusive practices within our diverse community. At MPE, we are: givers, friendly, courageous, dreamers, uplifting, kind, united, and successful. The BEST school in the land.

Developing the Policy:

The MPE Campus Advisory Team (CAT) consisting of teachers, administrators, parents, and community members work to develop and revise the Parental Involvement Policy. Each one of these team members participate in the CAT meetings to represent the diversity of the student population. This policy is reviewed and revised annually to continue encouraging and supporting parental involvement at MPE.

Memorial Parkway Elementary conducts a comprehensive needs assessment at the end of each school year during the last two Campus Advisory Team (CAT) meetings. These meetings serve as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. Before the meeting on March 27, 2023, administrators and teachers collected data in collaboration with teacher leaders. The leadership team then wrote factual problem statements and identified the root causes. The CAT was given time to reflect on the data and ask clarifying questions. When the CAT team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The final plan was revised in June 2023, when state scores were reported.

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Our campus will:

- Set high expectations for students and staff Implement best practices for curriculum and instruction
- Focus on student achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff, parents and community
- Commit to continuous improvement for each student every year

Annual Meetings:

At the beginning of each school year, MPE will conduct a Title 1 orientation meeting to inform parents of the Title 1 program. Along with this orientation, the parents will have the opportunity to participate and explore in fun activities to help promote student learning. In May of each year, Katy Independent School District will hold a public Title 1 meeting for the administrators, teachers, parents, and community members to evaluate the Title 1 program. The information regarding this meeting will be provided in the campus newsletter, on the Katy ISD webpage and in the local newspaper.

Building Capacity:

Memorial Parkway Elementary values parental interaction in the school environment and at home to support the student's education. Student achievement is the result of effective home-school-community partnerships. There are many ways parents can participate and contribute to student success both at home and at school. Some examples are providing a safe and positive learning environment, holding high expectations for all students, and consistent communication between the teachers and parents. Each student will have at least one parent conference in the fall.

Programs and the School Community:

MPE is dedicated to providing multiple opportunities for parents of Title I students to become equal partners in ensuring the educational advancement of their child(ren). Local area businesses are encouraged to become business partners called Partners in Education (PIE) and may contribute by volunteering their time, money and/or additional resources to benefit MPE.

Memorial Parkway will maximize the success of the students and will involve our parents by offering the following programs, events and meetings:

- **Meet the Teacher (August 2023)** – Memorial Parkway hosts this night every school year before the first day of school. Students are able to locate their classroom, meet their teacher, greet previous teachers, and tour the building. This is also an excellent time where students can develop a positive and supportive relationship with their teachers and peers.
- **Grandparents Day (September 2023)** - One day during the school year we honor our MPE grandparents during our lunch times. Prior to the event, the sunshine committee decorates our cafeteria with posters, quotes and art work from our students. During the specified day, grandparents are invited to join their student for lunch one day where they can visit and be honored.
- **Starlight Dance (October 2023)** – This event, hosted by the PTA, is a new event this year. Fathers will be able to spend some quality time with their daughters during this dance.
- **Family Fitness Night (October 2023)**– Parents and students will participate in fun, engaging physical fitness activities in the gym and will also be able to explore health related/informational booths in the hallways. This is a really fun event for the whole family!
- **Multicultural Night (November 2023)** - Students and their families will come together and celebrate the different cultures we have at MPE. Our focus is to become a cultural proficient campus that honors, respects, and embraces diversity.
- **Breakfast with Santa (December 2023)**– This is a family event, hosted by PTA, that is held on a Saturday in December before school is let out for the holidays. Parents and students are encouraged to eat breakfast, visit with Santa, make arts and crafts, and participate in the silent auction.
- **S.T.R.E.A.M (February 2024)** – This fun family night will provide enriching instructional activities for math, reading,

science, engineering, art, technology. Parents will also be able to learn how to use manipulatives and do hands-on math and reading activities at home.

- **Mother/Son Event (April 2024)** – This event, hosted by the PTA, allows mothers to spend some quality time with their sons.
- **Carnival (April 2024)** – Once a year, the PTA organizes and hosts the MPE school carnival to help raise money for the school. The carnival involves many fun games and activities for the students and their families.
- **Music Programs (Spring and Fall 2023-2025)** – We will have musicals that allow our 2nd grade and 4th grade Panthers to show off their musical abilities!
- **Spirit Nights** (various dates throughout the school year) – Parents, teachers, and students of Memorial Parkway Elementary unite for a night of family fun. These nights, which are hosted by our PTA and sponsored by some of our Partners in Education, allow students to come together in fellowship. In addition, families are able to spend quality time together, and visit with some of the MPE staff in an informal setting.
- **Junior Achievement** – This is a volunteer program that provides community members and parents the opportunity to get involved by helping kindergarten through 5th graders understand the importance and basics of business and economics.
- **Parent Teacher Association (PTA)**– The PTA holds board meetings throughout the year to address different school policies, procedures, and funding. These meeting dates are in the evenings of: Need another date. The PTA also helps provide opportunities for parents to become involved in the school, either through helping in the classroom, volunteering their time in the work room, or fundraising.
- **Watch D.O.G.S (Dads of Great Students) Program**- This is a program, co-sponsored by PTA, which focuses on improving education by using the positive influence of fathers, grandfathers, uncles and other father-figures as they volunteer for at least one day out of the school year. During the day, Watch D.O.G.S may play at recess, eat lunch with students, watch the school entrances and hallways, and assist with traffic flow to maintain student safety, mentor students, and any other assigned activities where they actively engage with not only their own students, but other students as well. On the day of their participation, Watch D.O.G.S are given a brief review of their involvement and they wear an official WATCH D.O.G.S. t-shirt identifying them as Watch D.O.G.S.
- **Grade Level Events** (various dates) – There will be several events throughout the year in each grade level that parents are encouraged to attend or participate. Some of these events might include field trips, 1st grade Reading

Restaurant, Character Parade, etc.

- **C.A.T. team (Campus Advisory Team)**– This team consists of teachers, administrators, community members, and parents who gather together to discuss school concerns, assist in creating, revising, and editing the Campus Improvement Plan as well as the Title 1 Parent Involvement Policy and Parent-Teacher Compact.
- **House Rallies (each week by grade level, every 9 weeks for school)** - Students and staff will join together with their houses and participate in various activities that focus on building relationships and learning about our diverse community. Each nine weeks - house points winners will be announced and winning house will celebrate.

Staff/Parent Communication:

At Memorial Parkway Elementary, parents are informed regularly about their child's progress, meetings, upcoming events, and programs. This information is provided through email, smore, Remind , Canvas, electronic newsletters, and social media (Facebook, Twitter, and Instagram).

- **Grade Level Communication:** Each grade level provides a weekly update (hard copy or electronic) containing important information on events and dates that are coming up, as well as other specific grade level news.
- **School Web Page** – This is a complete look at the school in general. Information about the school and the Title 1 program, the school directory and even important news are just a few items found on the web page.
- **Parent/Teacher Conferences** – Each teacher is required to offer at least one parent/teacher conference throughout the school year, usually in the fall semester. More conferences may be held throughout the year by parent and/or teacher request.
- **Parent-Teacher Compact** – The Parent-Teacher Compact is updated yearly by the C.A.T. team. It is a summary of how students, parents, and teachers can help advance student achievement.
- **Progress Reports** – Progress Reports notify parents of their students' progress. They are available in HAC (Home Access Center) midway through the nine weeks and can be viewed by the parent at any time.
- **Report Cards** - Report cards are available in HAC (Home Access Center) at the end of every nine weeks. The report cards show the grades the student received in each academic area as well as a letter grade for conduct.
- **Parent Surveys** – A Title 1 parent survey will be created and sent out by the Title 1 representatives in KATY ISD, at the end of the school year, in an effort to provide an opportunity for honest and anonymous feedback on the Title I

services provided to the students. The survey will be available online. Parents will be given the opportunity to comment on their level of involvement, the effectiveness of communication between the school and home, and the progress of their child after receiving the Title 1 services throughout the school year.

- **Parent Update**-Parent updates will be sent out on a weekly basis via SMORE , email or text to keep parents informed of all school events and activities going on that week and any changes that have come up.
- **Social Media** – Follow Memorial Parkway Elementary on Twitter (@MPElemSchool), Facebook (@MPElementarySchool), and Instagram (@mpelementary) for additional school reminders and updates.

Funding:

Katy ISD is required to set aside 1% of its Title 1 funds for parental involvement. The campus principal will authorize the use of these funds as they are available. The remainder of the funds are used for Title 1 teacher salaries, materials/ supplies, manipulatives, books, professional development and other effective instructional strategies that will increase student learning. Annually, we will work with parents and community members to improve our Title 1 program so that all students can be successful.

Evaluation:

The Memorial Parkway Elementary C.A.T. team, as well as additional parents, will collaborate to evaluate the successes of the Title 1 program and the Parental Involvement Policy. Information from needs assessment, classroom observations, test data, and other resources will be used for this evaluation. If needed, these programs will be revised to better meet the needs of our students and meet our community goals. In addition, the data from the annual parent and teacher surveys will help determine the program effectiveness and guide any revisions that need to be made.

Escuela Primaria Memorial Parkway

Política de Participación de Padres y Familiares

2023-2024

Declaración de propósito:

En MPE, la facultad y el personal trabajan para proporcionar un programa educativo que ofrezca a cada niño, dentro de un ambiente de cuidado y cooperación, la oportunidad de desarrollar habilidades individuales, intelectuales, físicas y sociales, y permitirle convertirse en un miembro productivo y responsable de la comunidad. Creemos que todos los estudiantes, independientemente de las diferencias individuales, pueden aprender, y que los maestros que están comprometidos con esta creencia proporcionan las experiencias de aprendizaje más exitosas. Los miembros del personal de MPE apoyan firmemente la participación de la comunidad y los padres, lo que promueve el aprendizaje de los estudiantes y, por lo tanto, conduce al éxito de los estudiantes.

La misión de Memorial Parkway Elementary es empoderar a todos los estudiantes a través de experiencias de aprendizaje innovadoras, educación del carácter y prácticas inclusivas dentro de nuestra comunidad diversa. En MPE, somos: dadores, amigables, valientes, soñadores, edificantes, amables, unidos y exitosos. La MEJOR escuela de la tierra.

Desarrollo de la política:

El Equipo Asesor del Campus (CAT) de MPE, compuesto por maestros, administradores, padres y miembros de la comunidad, trabaja para desarrollar y revisar la Política de Participación de los Padres. Cada uno de estos miembros del equipo participa en las reuniones de CAT para representar la diversidad de la población estudiantil. Esta política se revisa y revisa anualmente para continuar alentando y apoyando la participación de los padres en MPE.

Memorial Parkway Elementary lleva a cabo una evaluación integral de las necesidades al final de cada año escolar durante las últimas dos reuniones del Equipo Asesor del Campus (CAT). Estas reuniones sirven como la pieza central de

nuestro proceso de planificación y la fuerza impulsora que más impacta el plan de mejora del campus. Antes de la reunión del 27 de marzo de 2023, los administradores y maestros recopilaron datos en colaboración con los líderes docentes. Luego, el equipo de liderazgo escribió declaraciones objetivas del problema e identificó las causas fundamentales. Al CAT se le dio tiempo para reflexionar sobre los datos y hacer preguntas aclaratorias. Cuando el equipo del Comité contra la Tortura consideró que se habían desglosado y analizado todos los datos apropiados, este paso de la evaluación integral de las necesidades se finalizó y se incluyó en el plan. El plan final se revisó en junio de 2023, cuando se informaron los puntajes estatales.

Memorial Parkway Elementary ha creado un programa para toda la escuela para garantizar que todos los estudiantes, particularmente aquellos que tienen bajo rendimiento, demuestren niveles competentes o avanzados de logro en una variedad de medidas de evaluación, incluidas las evaluaciones estatales. Nos comprometemos a:

- Realización de una evaluación integral de las necesidades
- Identificar objetivos y estrategias que aborden esas necesidades
- Realizar una revisión anual de la efectividad del plan escolar y revisarlo según sea necesario

Nuestro campus:

- Establecer altas expectativas para los estudiantes y el personal Implementar las mejores prácticas para el currículo y la instrucción
- Centrarse en el rendimiento de los estudiantes mediante el examen y la comprensión de los datos con maestros, padres y estudiantes
- Fomentar un espíritu de colaboración entre los miembros del personal y entre el personal, los padres y la comunidad
- Comprometerse con la mejora continua de cada estudiante cada año

Reuniones Anuales:

Al comienzo de cada año escolar, MPE llevará a cabo una reunión de orientación del Título 1 para informar a los padres sobre el programa del Título 1. Junto con esta orientación, los padres tendrán la oportunidad de participar y explorar actividades divertidas para ayudar a promover el aprendizaje de los estudiantes. En mayo de cada año, el Distrito Escolar

Independiente de Katy llevará a cabo una reunión pública de Título 1 para los administradores, maestros, padres y miembros de la comunidad para evaluar el programa de Título 1. La información sobre esta reunión se proporcionará en el boletín del campus, en la página web de Katy ISD y en el periódico local.

Creación de capacidad:

Memorial Parkway Elementary valora la interacción de los padres en el entorno escolar y en el hogar para apoyar la educación del estudiante. El rendimiento estudiantil es el resultado de asociaciones efectivas entre el hogar, la escuela y la comunidad. Hay muchas maneras en que los padres pueden participar y contribuir al éxito de los estudiantes tanto en el hogar como en la escuela. Algunos ejemplos son proporcionar un ambiente de aprendizaje seguro y positivo, mantener altas expectativas para todos los estudiantes y una comunicación constante entre los maestros y los padres. Cada estudiante tendrá al menos una conferencia de padres en el otoño.

Programas y la Comunidad Escolar:

MPE se dedica a proporcionar múltiples oportunidades para que los padres de los estudiantes del Título I se conviertan en socios iguales para garantizar el avance educativo de sus hijos. Se alienta a las empresas del área local a convertirse en socios comerciales llamados Socios en Educación (PIE) y pueden contribuir ofreciendo voluntariamente su tiempo, dinero y / o recursos adicionales para beneficiar a MPE.

Memorial Parkway maximizará el éxito de los estudiantes e involucrará a nuestros padres ofreciendo los siguientes programas, eventos y reuniones:

- **Conozca al maestro** (agosto de 2023) - Memorial Parkway organiza esta noche cada año escolar antes del primer día de clases. Los estudiantes pueden ubicar su aula, conocer a su maestro, saludar a los maestros anteriores y recorrer el edificio. Este es también un excelente momento donde los estudiantes pueden desarrollar una relación positiva y de apoyo con sus maestros y compañeros.

- **Día de los abuelos (septiembre de 2023)** - Un día durante el año escolar honramos a nuestros abuelos MPE durante nuestras horas de almuerzo. Antes del evento, el comité de sol decora nuestra cafetería con carteles, citas y obras de arte de nuestros estudiantes. Durante el día especificado, los abuelos están invitados a unirse a su estudiante para almorzar un día donde pueden visitar y ser honrados.
- **Starlight Dance (octubre de 2023)** – Este evento, organizado por la PTA, es un evento nuevo este año. Los padres podrán pasar un tiempo de calidad con sus hijas durante este baile.
- **Noche de acondicionamiento físico familiar (octubre de 2023)**: los padres y los estudiantes participarán en actividades divertidas y atractivas de acondicionamiento físico en el gimnasio y también podrán explorar cabinas informativas / relacionadas con la salud en los pasillos. ¡Este es un evento muy divertido para toda la familia!
- **Noche multicultural (noviembre de 2023)** - Los estudiantes y sus familias se reunirán y celebrarán las diferentes culturas que tenemos en MPE. Nuestro objetivo es convertirnos en un campus culturalmente competente que honre, respete y acepte la diversidad.
- **Desayuno con Santa (diciembre de 2023)** – Este es un evento familiar, organizado por la PTA, que se lleva a cabo un sábado de diciembre antes de que se terminen las clases para las vacaciones. Se alienta a los padres y estudiantes a desayunar, visitar a Santa, hacer manualidades y participar en la subasta silenciosa.
- **S.T.R.E.A.M (Febrero 2024)** – Esta divertida noche familiar proporcionará actividades educativas enriquecedoras para matemáticas, lectura, ciencias, ingeniería, arte, tecnología. Los padres también podrán aprender a usar manipulativos y hacer actividades prácticas de matemáticas y lectura en casa.
- **Evento madre/hijo (abril de 2024)** – Este evento, organizado por la PTA, permite a las madres pasar tiempo de calidad con sus hijos.
- **Carnaval (abril de 2024)** – Una vez al año, la PTA organiza y organiza el carnaval escolar MPE para ayudar a recaudar dinero para la escuela. El carnaval incluye muchos juegos y actividades divertidas para los estudiantes y sus familias.
- **Programas de música (primavera y otoño 2023-2025)** – ¡Tendremos musicales que permitirán a nuestros Panthers de 2º y 4º grado mostrar sus habilidades musicales!
- **Spirit Nights (varias fechas a lo largo del año escolar)** – Padres, maestros y estudiantes de Memorial Parkway Elementary se unen para una noche de diversión familiar. Estas noches, que son organizadas por nuestra PTA y patrocinadas por algunos de nuestros Socios en Educación, permiten que los estudiantes se reúnan en

compañerismo. Además, las familias pueden pasar tiempo de calidad juntos y visitar a algunos miembros del personal de MPE en un entorno informal.

- **Junior Achievement** : este es un programa de voluntariado que brinda a los miembros de la comunidad y a los padres la oportunidad de participar ayudando a los estudiantes de kindergarten a 5to grado a comprender la importancia y los conceptos básicos de los negocios y la economía.
- **Asociación de Padres y Maestros (PTA)** – La PTA celebra reuniones de la junta durante todo el año para abordar las diferentes políticas, procedimientos y fondos de la escuela. Estas fechas de reunión son en las tardes de: Necesita otra fecha. La PTA también ayuda a proporcionar oportunidades para que los padres se involucren en la escuela, ya sea ayudando en el aula, ofreciendo voluntariamente su tiempo en la sala de trabajo o recaudando fondos.
- **Vea el programa D.O.G.S (Dads of Great Students)**: este es un programa, copatrocinado por la PTA, que se enfoca en mejorar la educación mediante el uso de la influencia positiva de padres, abuelos, tíos y otras figuras paternas mientras se ofrecen como voluntarios durante al menos un día del año escolar. Durante el día, Watch D.O.G.S puede jugar en el recreo, almorzar con los estudiantes, vigilar las entradas y pasillos de la escuela y ayudar con el flujo de tráfico para mantener la seguridad de los estudiantes, asesorar a los estudiantes y cualquier otra actividad asignada en la que participen activamente no solo con sus propios estudiantes, sino también con otros estudiantes. El día de su participación, Watch D.O.G.S recibe una breve reseña de su participación y lleva una camiseta oficial de WATCH D.O.G.S. que los identifica como Watch D.O.G.S.
- **Eventos de nivel de grado** (varias fechas) – Habrá varios eventos durante todo el año en cada nivel de grado a los que se alienta a los padres a asistir o participar. Algunos de estos eventos pueden incluir excursiones, restaurante de lectura de 1er grado, desfile de personajes, etc.
- **Equipo C.A.T. (Equipo Asesor del Campus)** – Este equipo está formado por maestros, administradores, miembros de la comunidad y padres que se reúnen para discutir las preocupaciones de la escuela, ayudar a crear, revisar y editar el Plan de Mejora del Campus, así como la Política de Participación de los Padres del Título 1 y el Pacto de Padres y Maestros.
- **Reuniones en casa (cada semana por nivel de grado, cada 9 semanas para la escuela)** - Los estudiantes y el personal se unirán con sus casas y participarán en diversas actividades que se centran en construir relaciones y aprender sobre nuestra comunidad diversa. Cada nueve semanas, los ganadores de los puntos de la casa serán

anunciados y la casa ganadora celebrará.

Comunicación entre el personal y los padres:

En Memorial Parkway Elementary, los padres son informados regularmente sobre el progreso, las reuniones, los próximos eventos y los programas de sus hijos. Esta información se proporciona a través de correo electrónico, smore, Remember, Canvas, boletines electrónicos y redes sociales (Facebook, Twitter e Instagram).

- **Comunicación a nivel de grado: Cada nivel de grado** proporciona una actualización semanal (impresa o electrónica) que contiene información importante sobre eventos y fechas que se avecinan, así como otras noticias específicas de nivel de grado.
- **Página web de la escuela** – Esta es una mirada completa a la escuela en general. Información sobre la escuela y el programa de Título 1, el directorio de la escuela e incluso noticias importantes son solo algunos de los elementos que se encuentran en la página web.
- **Conferencias de padres / maestros:** se requiere que cada maestro ofrezca al menos una conferencia de padres / maestros durante todo el año escolar, generalmente en el semestre de otoño. Se pueden realizar más conferencias durante todo el año a petición de los padres y / o maestros.
- **Pacto de Padres y Maestros** – El Pacto de Padres y Maestros es actualizado anualmente por el equipo de C.A.T. Es un resumen de cómo los estudiantes, padres y maestros pueden ayudar a avanzar en el rendimiento estudiantil.
- **Informes de progreso** – Los informes de progreso notifican a los padres sobre el progreso de sus estudiantes. Están disponibles en HAC (Home Access Center) a mitad de las nueve semanas y pueden ser vistos por los padres en cualquier momento.
- **Boletas de calificaciones:** las boletas de calificaciones están disponibles en HAC (Home Access Center) al final de cada nueve semanas. Las boletas de calificaciones muestran las calificaciones que el estudiante recibió en cada área académica, así como una calificación de letra por conducta.
- **Encuestas para padres** – Una encuesta para padres de Título 1 será creada y enviada por los representantes del Título 1 en KATY ISD, al final del año escolar, en un esfuerzo por brindar una oportunidad de comentarios honestos y anónimos sobre los servicios del Título I proporcionados a los estudiantes. La encuesta estará disponible en línea. Los padres tendrán la oportunidad de comentar sobre su nivel de participación, la efectividad de la comunicación

entre la escuela y el hogar, y el progreso de su hijo después de recibir los servicios del Título 1 durante todo el año escolar.

- **Actualización para padres:** las actualizaciones para padres se enviarán semanalmente a través de SMORE, correo electrónico o mensaje de texto para mantener a los padres informados de todos los eventos y actividades escolares que se llevarán a cabo esa semana y cualquier cambio que haya surgido.
- **Redes sociales** – Siga a Memorial Parkway Elementary en Twitter (@MPElemSchool), Facebook (@MPElementarySchool) e Instagram (@mpelementary) para recibir recordatorios y actualizaciones adicionales de la escuela.

Financiación:

Katy ISD debe reservar el 1% de sus fondos del Título 1 para la participación de los padres. El director del campus autorizará el uso de estos fondos a medida que estén disponibles. El resto de los fondos se utilizan para los salarios de los maestros del Título 1, materiales / suministros, manipulativos, libros, desarrollo profesional y otras estrategias de instrucción efectivas que aumentarán el aprendizaje de los estudiantes. Anualmente, trabajaremos con los padres y miembros de la comunidad para mejorar nuestro programa de Título 1 para que todos los estudiantes puedan tener éxito.

Evaluación:

El equipo de C.A.T. de Memorial Parkway Elementary, así como otros padres, colaborarán para evaluar los éxitos del programa de Título 1 y la Política de Participación de los Padres. La información de la evaluación de necesidades, observaciones en el aula, datos de pruebas y otros recursos se utilizarán para esta evaluación. Si es necesario, estos programas serán revisados para satisfacer mejor las necesidades de nuestros estudiantes y cumplir con nuestros objetivos comunitarios. Además, los datos de las encuestas anuales de padres y maestros ayudarán a determinar la efectividad del programa y guiarán cualquier revisión que deba hacerse.

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.

We offer parents multiple opportunities to be involved in their child's education:

- **Title 1 Parent meetings**
- **Curriculum Night**
- **Meet the Teacher Night**
- **Volunteering in workroom**
- **Book Fair**
- **Spirit Nights**
- **PTA Activities and Events**
 - **Starlight Dance**
 - **PTA Mother and Son Event**
 - **Junior Achievement**
 - **Class Parties**
 - **Family Nights**
 - **Watch D.O.G.S.**
 - **Grandparents Day**
 - **Carnival**

- **Parent Teacher Conferences**
- **Meet the Teacher**
- **Book Fair**
- **Family Nights**
- **S.T.R.E.A.M. Night (Science, Technology, Reading, Engineering, Art, and Mathematics)**

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Mosquera	Bilingual Academic Support Teacher	Title 1	1
Shahla Razinobahkt	Academic Support Teacher	Title 1	1
Veronica Martinez	Counselor	Title 1	1

2023-2024 Campus Advisory Council

Committee Role	Name	Position
District-level Professional	Sayda Chapa	Bilingual Education Program Facilitator
Paraprofessional	Tess Hall	Campus Secretary
Administrator	Norma Veguilla-Martinez	Principal
Non-classroom Professional	Julie Johnson	Counselor
Classroom Teacher	Reeca McCrory	Classroom Teacher
Non-classroom Professional	Kellie Cartwright	Title 1 Teacher
Classroom Teacher	Riley Hargrove	Classroom Teacher
Administrator	Talya Robertson	Assistant Principal
Business Representative	Bill Fisher	Business Representative
Community Representative	Marietta Alexander	HOA Member
Parent	Elizabeth Salaiz	Parent
District-level Professional	Ashley Muzny	District Title 1 Specialist
District-level Professional	Tiffany White	Coordinator of Grant Compliance
Parent	Paola Blanco	Parent
Parent	Kisika Hill	Parent
Parent	Ana Maria Hix	Parent
Parent	Amy Lindsey	Parent
Parent	Adriana Hahn	Parent
Parent	Heather Weaver	Parent

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development - Room and Board	211-13-6415-800-xxx-30-804-21124	\$6,000.00
1	1	1	Professional Development - Employee Mileage	211-13-6416-800-xxx-30-804-21124	\$1,000.00
1	1	1	Professional Development - Other Contracted Services	211-13-6299-800-xxx-30-804-21124	\$5,000.00
1	1	1	Professional Development - Employee Registration	211-13-6414-800-xxx-30-804-21124	\$5,000.00
1	2	1	Instructional - Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21124	\$15,000.00
1	2	1	Professional Development - Employee Registration	211-13-6414-800-xxx-30-804-21124	\$1,000.00
1	2	1	Instructional - General Supplies	211-11-6399-800-xxx-30-804-21124	\$6,250.00
1	2	3	Instructional - Extra Duty Pay Professional (supplemental positions)	211-11-6117-800-xxx-30-804-21124	\$100,000.00
1	3	1	Professional Development - Employee Room & Board	211-13-6415-800-xxx-30-804-21124	\$1,000.00
1	3	1	Instructional - Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21124	\$14,000.00
1	3	1	Professional Development - Employee Mileage	211-13-6416-800-xxx-30-804-21124	\$500.00
1	3	1	Professional Development - Registration	211-13-6414-800-xxx-30-804-21124	\$1,000.00
1	3	2	Instructional - Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21124	\$1,000.00
1	3	2	Instructional - Reading Materials	211-11-6329-800-xxx-30-804-21124	\$5,000.00
1	3	3	Instructional - Extra Duty Pay Professional (supplemental positions)	211-11-6117-800-xxx-30-804-21123	\$100,000.00
1	4	1	Instructional - Student Transportation	211-11-6494-800-104-30-804-21124	\$1,500.00
1	4	1	Instructional - General Supplies	211-11-6399-800-xxx-30-804-21124	\$6,250.00
1	4	2	Instructional - General Supplies	211-11-6399-800-xxx-30-804-21124	\$6,250.00
1	4	3	Instructional - Prepared Media (software, subscriptions for online resources)	211-11-6396-800-xxx-30-804-21124	\$10,000.00
1	4	3	Instructional - Other Contracted Services (contracts, non-licensed professionals)	211-11-6299-800-xxx-30-804-21124	\$5,000.00
3	1	1	Instructional - General Supplies	211-11-6399-800-xxx-30-804-21124	\$6,250.00
3	1	3	Professional Development - Employee Registration	211-13-6414-800-xxx-30-804-21124	\$1,000.00
3	1	3	Professional Development - Employee Mileage	211-13-6416-800-xxx-30-804-21124	\$200.00
3	1	3	Professional Development - Employee Room and Board	211-13-6415-800-xxx-30-804-21124	\$1,000.00
3	1	5	Instructional - Extra Duty Pay Professional	211-11-6117-800-xxx-30-804-21124	\$94,560.00
3	2	2	PFE - Other Operating Expenses	211-61-6499-800-xxx-30-804-21124	\$500.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Professional Learning- Administrative Registration	211-23-6414-800-xxx-30-804-21124	\$1,500.00
4	1	2	Professional Learning- Administrative Room and Board	211-23-6415-800-xxx-30-804-21124	\$5,000.00
4	1	2	Professional Learning- Administrative Mileage	211-23-6416-800-xxx-30-804-21124	\$500.00
5	1	1	Instructional - Trackable Technology	211-11-6387-800-xxx-30-804-21124	\$11,144.00
5	1	2	Professional Learning - Employee Room and Board	211-13-6415-800-xxx-30-804-21124	\$2,000.00
5	1	2	Professional Learning - Employee Registration	211-13-6414-800-xxx-30-804-21124	\$2,000.00
5	1	2	Professional Learning - Employee Mileage	211-13-6416-800-xxx-30-804-21124	\$300.00
6	1	1	PFE - General Supplies	211-61-6399-800-xxx-30-804-21124	\$500.00
6	2	1	PFE - Other Operating Expenses (snacks for parent meetings)	211-61-6499-800-xxx-30-804-21124	\$500.00
6	2	1	PFE - General Supplies	211-61-6399-800-xxx-30-804-21124	\$500.00
6	2	1	PFE- Other Contracted Services (contracts, non-licensed professionals)	211-61-6299-800-xxx-30-804-21124	\$3,000.00
6	2	2	PFE - Reading Materials	211-61-6329-800-xxx-30-804-21123	\$3,000.00
Sub-Total					\$424,204.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional - Supplies and Materials	282-11-6399-E13-xxx-11-889-28224	\$5,000.00
3	1	4	Instructional - Supplies and Materials	282-31-6399-E09-xxx-99-889-28224	\$4,500.00
3	1	4	Instructional - Reading Materials	282-31-6329-E09-xxx-99-889-28224	\$1,000.00
5	1	3	Instructional - Trackable Technology	282-11-6387-E08-xxx-11-889-28224	\$3,000.00
Sub-Total					\$13,500.00
199- General Fund: ESL/BIL Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Instructional - Student Incentives		\$1,500.00
Sub-Total					\$1,500.00

Addendums

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Reading will increase **53%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			54%	56%	58%	60%
Actual	57%	53%	54%	51%	41%	
Met Goal			Y	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	8	25%	91	56%	24	58%	0		5	40%	0		2	0%	17	24%	73	47%	78	55%
		2021 Actual	12	42%	96	55%	19	58%	0		4	75%	0		2	50%	17	24%	80	50%	81	52%
		2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
		2023 Target		25%		58%		58%				40%				0%		24%		58%		65%
		2023 Actual	7	14%	105	39%	18	50%	0		4	75%	0		2	100%	27	11%	105	42%	97	35%
		Met Target		N		N		N				Y						N		N		N
2024 Target		25%		49%		58%				40%				0%		21%		58%		65%		

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Math will increase from **33%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			34%	36%	41%	42%
Actual	43%	33%	28%	40%	35%	
Met Goal			N	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	8	25%	91	31%	24	42%	0		5	40%	0		2	50%	17	12%	73	27%	78	29%
		2021 Actual	12	17%	95	26%	20	35%	0		4	50%	0		2	50%	17	12%	80	24%	80	25%
		2022 Actual	5	40%	94	32%	23	65%	0		3	33%	0		8	63%	13	8%	107	36%	82	34%
		2023 Target		25%		42%		42%				40%				50%		12%		37%		44%
		2023 Actual	7	0%	105	36%	18	33%	0		4	75%	0		2	50%	27	11%	104	34%	98	35%
		Met Target		N		N		N				Y				Y		N		N		N
2024 Target		25%		42%		42%				40%				50%		21%		37%		45%		