

Katy Independent School District
Memorial Parkway Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Memorial Parkway Elementary strives to empower successful, independent, lifelong learners supported by a safe, collaborative environment that respects and embraces diversity in a family-friendly community.

Vision

The best school in the land!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Parkway Elementary is a Pre-Kindergarten through 5th grade Bilingual, Title I campus in Katy ISD. The campus currently houses one Preschool Program for Children with Disabilities (PPCD). 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-America, 7.77%, American Indian, 0.23%, Asian, 4.99%, Hispanic, 58.82%, Two or More Races, 3.60%, White, 24.59%. The special populations consist of the following: Economically Disadvantaged, 60.32%, Special Ed, 13.92%, LEP, 44.55%, ESL, 8.35%, Bilingual, 50.58%, GT, 2.67 %. The campus enrollment has been slightly growing for the last three years: 2016-803 students, 2017-830 students, 2018-851 students. Our bilingual, economically disadvantaged, limited English proficient population, and GT populations have continued to increase slightly over the past four years.

Demographics Strengths

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

1. Families move to the area to attend the school due to the multiple programs offered on our campus (Bilingual, Two-Way Immersion, AI, PPCD)
2. MPE boasts an increasing 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.
3. 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 socio-economic backgrounds.
4. The attendance rate at MPE has remained consistent over the span of the last two years, 96.45% and 96.3%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2018, 38% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment **Root Cause:** Teachers and staff need additional professional development on how to meet the individual needs of every student.

Problem Statement 2: In 2018, 40% of MPE Special Education students did not meet the approaches level on the STAAR math assessment **Root Cause:** Teachers and staff need additional professional development on how to meet the individual needs of every student.

Student Academic Achievement

Student Academic Achievement Summary

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2017-2018, Memorial Parkway Elementary has received the "Met Standard" overall rating and received a scaled score of an "81." In addition, MPE earned two Distinction Designations for ELA/Reading and Postsecondary Readiness.

The Texas Education Agency uses four areas in determining a school's accountability rating:

- Student Achievement-STAAR test scores for the year
- Student Progress-Progress in subjects from year to year
- Closing Gaps-Emphasis on high level achievement of lowest performing students
- Postsecondary Readiness-Graduation rates, diploma plans, college and career readiness standards (Junior and High School Only)

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 2018 overall STAAR Results (Accountability Students) are listed below for each test:

2018	% Approaches	% Meets	% Masters
Reading	87%	59%	34%
Math	87%	51%	24%
Writing	75%	49%	15%
Science	76%	45%	21%

Student Academic Achievement Strengths

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

STAAR Tests	2016	2017	2018
Approaches			
Reading	88%	80%	87%
Math	86%	84%	87%
Writing	68%	64%	75%
Science	80%	69%	76%
Meets			
Reading	56%	54%	59%
Math	43%	44%	51%
Writing	41%	33%	49%
Science	30%	32%	45%
Masters			
Reading	34%	28%	34%
Math	17%	23%	24%
Writing	21%	11%	15%
Science	5%	8%	21%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. **Root Cause:** Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.

Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. **Root Cause:** Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.

School Processes & Programs

School Processes & Programs Summary

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

Each new teacher will attend monthly new staff training days which are led by the building principal. 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 twice 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 in which 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.

Building staff morale is recognized as a critical component in retaining high-quality staff at Memorial Parkway Elementary. Each month staff members will receive a special treat that shows 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 Back to School Cook out, "Twelve Days of Winter Wonderland" in which staff members receive appreciation gifts, Thanksgiving luncheon, Teacher and Staff Appreciation meals and treats. Administration will also deliver treats to teachers and staff once a quarter.

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 for every person new to campus

Support for the first two weeks in the classrooms for every new person to MPE is offered by our Instructional Support Staff

Learning Walks supported for every teacher, to visit and learn from professional colleagues at the campus and District level

Professional development 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

Administrative walk throughs occur multiple times per semester for every teacher; feedback is ongoing

Vertical academic teams strengthen alignment of curricular objectives and instructional strategies
Sunshine committee sponsors monthly "treats for teachers", and admin team provides frequent surprises to show employees they are valued

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with leadership opportunities.

Root Cause: Teachers need opportunities to grow their leadership skills by being able to participate in leadership programs on campus.

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 is in its fourth year of 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

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, secure and positive learning experience. Excellence is modeled and expected by all members of the Memorial Parkway Elementary family.

The PBIS committee at Memorial Parkway Elementary consists of a representative or more from each grade level, the academic support team, specials team, and all administrators. The majority of the committee members attended the Texas Behavior Support Conference to receive professional development in the area of Positive Behavioral Interventions and Supports. 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, the CHAMPS program was implemented in 2017-2018 school year. The CHAMPS program provides teachers with additional support for classroom management.

Perceptions Strengths

Memorial Parkway Elementary School celebrates these strengths:

- MPE has seen a decrease in discipline referrals. In 2018, MPE discipline referrals decreased by 10%.
- Students are able to earn Positive Panther paws cash to redeem for prizes as an incentives for meeting CHAMP expectations.
- Teachers are able to earn points to be used towards prizes as incentives for implementing PBIS.
- All classrooms, hallways, restrooms and common areas have CHAMP 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In 2018, CHAMPS program was introduced to teachers to assist them with classroom management. The CHAMPS program is not evident in all classrooms at this time. **Root Cause:** Teachers and staff need additional support and professional development on how to effectively implement CHAMPS in their classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: July 24, 2017


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

Performance Objective 1: By June 2019, 62% of MPE students will score at the STAAR Meets Performance Level category on STAAR Reading.

Evaluation Data Source(s) 1: 2019 STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading, TEKS.</p>	2.5	Administration Instructional Coaches	The expected impact will by an increase in reading STAAR scores for the 2019 school year.				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 16757.77</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Increase the Reading performance of all MPE students, including the 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.</p>		ELA Instructional Coach	Increase in 2019 reading STAAR scores				
<p>Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) 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.</p>		Admin Team Instructional Coaches	Increase in 2019 STAAR Reading scores.				
<p>Funding Sources: 211 - Title I Part A - 4050.00</p>							

4) To meet the needs of students currently not meeting state expectations in Reading, we will utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time.	Principal Instructional Coach	Increase in 2019 STAAR scores.				
	Funding Sources: 211 - Title I Part A - 95965.50					
Critical Success Factors CSF 1 CSF 4 5) Provide supplemental support to students in Reading by utilizing a tutor who will work with small groups of students in order to increase student success in these subjects.	Administration ELAR Instructional Coach	Increase in 2019 STAAR reading scores.				
	Funding Sources: 199 - General Fund - 11489.00					
Critical Success Factors CSF 1 CSF 2 CSF 7 6) Provide extended planning time and quality learning experiences for reading teachers by offering regular professional development led by ELAR Instructional Coach, Admin, and Teaching Staff and at times utilizing purchased resources aimed at increasing student achievement.	Admin, Instructional Coaches	Increase in 2019 reading STAAR scores.				
	Funding Sources: 199 - General Fund - 11489.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 7) MPE staff will participate in learning walks on campus to gain ideas about improving instruction in ELAR classrooms.	Principal Instructional Coaches	Increase in 2019 reading STAAR scores.				
	Funding Sources: 199 - General Fund - 11489.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In 2018, 38% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment Root Cause 1: Teachers and staff need additional professional development on how to meet the individual needs of every student.
Problem Statement 2: In 2018, 40% of MPE Special Education students did not meet the approaches level on the STAAR math assessment Root Cause 2: Teachers and staff need additional professional development on how to meet the individual needs of every student.
Student Academic Achievement

Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. **Root Cause 1:** Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.

Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. **Root Cause 2:** Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.

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

Performance Objective 2: By June 2019, 52% of MPE students will score at the STAAR Meets Performance Level category on STAAR Writing.

Evaluation Data Source(s) 2: 2019 STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required writing TEKS.</p>		Administration Instructional Coaches	Increase in 2019 STAAR Writing scores.				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 7712.93</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Provide extensive, aligned professional learning to staff in all curricular areas, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.</p>		Admin Team Instructional Coaches	Increase in 2019 STAAR Writing scores.				
<p>Critical Success Factors CSF 1</p> <p>3) To meet the needs of students currently not meeting state expectations in writing, we will utilize Title One funds and State Compensatory Education funds to employ tutors who can work with small groups of at-risk children during Extended Learning Time.</p>	2.4, 2.5	Administration Instructional Coach	Increase in 2019 STAAR Writing scores.				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: In 2018, 38% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment **Root Cause 1:** Teachers and staff need additional professional development on how to meet the individual needs of every student.

Problem Statement 2: In 2018, 40% of MPE Special Education students did not meet the approaches level on the STAAR math assessment **Root Cause 2:** Teachers and staff need additional professional development on how to meet the individual needs of every student.

Student Academic Achievement

Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. **Root Cause 1:** Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.



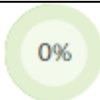

Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. **Root Cause 2:** Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.

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

Performance Objective 3: By June 2019, 48% of MPE students will score at the STAAR Meets Performance Level category on STAAR Science.

Evaluation Data Source(s) 3: 2019 STAAR Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) To improve Science performance, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.) provided by a Science Academic Support Teacher.</p>		Instructional Coach Science Academic Support Teacher	Increase in 2019 Science STAAR scores.				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 2912.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: In 2018, 38% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment Root Cause 1: Teachers and staff need additional professional development on how to meet the individual needs of every student.
Problem Statement 2: In 2018, 40% of MPE Special Education students did not meet the approaches level on the STAAR math assessment Root Cause 2: Teachers and staff need additional professional development on how to meet the individual needs of every student.
Student Academic Achievement
Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. Root Cause 1: Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.
Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. Root Cause 2: Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.

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

Performance Objective 4: By June 2019, 54% of MPE students will score at the STAAR Meets Performance Level category on STAAR Math.

Evaluation Data Source(s) 4: 2019 STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required math TEKS.		Math Instructional Coach	Increase in math 2019 STAAR Results				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 5267.50						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Provide extensive, aligned professional learning to math teachers through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.		Admin Team Instructional Coaches	Increase in math 2019 STAAR Results.				
	Funding Sources: 211 - Title I Part A - 1198.75						
3) To meet the needs of students currently not meeting state expectations in math, we will utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time.		Principal Instructional Coach	Increase in 2019 STAAR Math scores.				
	Funding Sources: 211 - Title I Part A - 95965.06						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: In 2018, 38% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment Root Cause 1: Teachers and staff need additional professional development on how to meet the individual needs of every student.

Problem Statement 2: In 2018, 40% of MPE Special Education students did not meet the approaches level on the STAAR math assessment **Root Cause 2:** Teachers and staff need additional professional development on how to meet the individual needs of every student.

Student Academic Achievement

Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. **Root Cause 1:** Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.

Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. **Root Cause 2:** Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.


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

Performance Objective 5: MPE will meet all of the 2019 math Closing the Gaps growth state accountability targets.


Evaluation Data Source(s) 5:

Summative Evaluation 5:

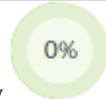
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will utilize the small group instructional model to help students close gaps in their learning.		Administration	Increase in the number of achievement of math growth state accountability targets.				
2) Teachers will be provided with professional development on providing effective small group instruction.		Administration Instructional Coaches	Decrease in the number of students with academic gaps.				
3) Instructional leaders will utilize a walkthrough form to assess the frequency of small group instruction in the classroom.		Administration Instructional Coaches	Decrease in the number of students with academic gaps.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 6: MPE will meet all of the 2019 Closing the Gaps student success state accountability targets.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) MPE teachers and staff will work with teachers to provide personalized learning to academically struggling students.		Administration	Increase in number of met student success state accountability targets.				
2) Teachers will work with Academic Support team to identify students who need RTI support.		RTI Coordinators	Decrease in the number of students with academic gaps.				
3) Tutors will be used to provide push in and pull out academic interventions in the classrooms.		Principal Instructional Coaches	Decrease in the number of students with academic gaps.				

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

Performance Objective 7: Students will set academic goals, analyze their performance, and graph results in order to ensure all student grow academically at least one year.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Students will set academic goals and analyze their performance after every assessment.		Team Leaders	Decrease in the number of students with academic gaps.				
2) Students will be provided the opportunity to participate in the Panther Learning Academy in order to close gaps in their learning.		Principal Instructional Coaches	Increase in number of students scoring in approaches, meets and masters performance categories.				

Goal 2: Katy ISD will develop meaningful, 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will develop TEK based checkpoints to assess student mastery of relevant TEKS every 3-4 weeks.</p>		Instructional Coaches	Increase in 2019 STAAR results.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2							
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will utilize the Depth of Knowledge model to create higher level and more rigorous assessment questions for assessments.</p>		Instructional Coaches	Increase in 2019 STAAR results.				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In 2018, 38% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment Root Cause 1: Teachers and staff need additional professional development on how to meet the individual needs of every student.
Problem Statement 2: In 2018, 40% of MPE Special Education students did not meet the approaches level on the STAAR math assessment Root Cause 2: Teachers and staff need additional professional development on how to meet the individual needs of every student.
Student Academic Achievement
Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. Root Cause 1: Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.





Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. **Root Cause 2:** Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.

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

Performance Objective 1: MPE will support the recognition of social and emotional needs of gifted students through professional development.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Support teacher's understanding related to improving student learning of all student populations by promoting and supporting district professional development and providing professional literature to staff.</p>		Admin Instructional Coaches	Improved student learning as evidenced in SLO final results.				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:





Student Academic Achievement
<p>Problem Statement 1: In 2018, MPE did not meet five of the eight "Closing the Gaps-Math Growth Status" targets. Root Cause 1: Teachers and staff need additional professional development on how to help every student achieve growth in mathematics.</p>
<p>Problem Statement 2: In 2018, MPE did not meet three of the twelve "Closing the Gaps-Student Success Status" indicators. Root Cause 2: Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.</p>

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

Performance Objective 2: MPE students will exhibit behaviors and attitudes that contribute to an engaging, caring learning environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue implementation of Positive Behavior Intervention and Supports year four. Clarify and amend school-wide expectations for common areas, reward structures, including tangible and non-tangible incentives.</p>		Administration	Reduction of disciplinary incidents.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 3500.00, 461 - Campus Activity Fund - 3000.00</p>							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Reduce the number of out of school suspensions by establishing a safe "cool down" zone for students who need to be temporarily removed from classrooms for their safety as well as the safety of other students and the teaching staff.</p>		Administration	Reduction of disciplinary incidents.				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Improve student behavior by providing staff with CHAMPS training and required materials.</p>		Admin	Decrease in Discipline Referrals, Improved school climate, number of teachers and staff utilizing CHAMPS structures in classrooms.				
<p>Problem Statements: Perceptions 1</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: In 2018, CHAMPS program was introduced to teachers to assist them with classroom management. The CHAMPS program is not evident in all classrooms at this time. Root Cause 1: Teachers and staff need additional support and professional development on how to effectively implement CHAMPS in their classroom.</p>

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: MPE will provide new teachers with support for the first two years through the MPE New Teacher Mentoring program.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 7 1) The new teacher mentoring program will provide support to new teachers for the first two years of employment at MPE.		New Teacher Lead Mentor	Increase the retention rates at MPE.				
Critical Success Factors CSF 7 2) The administration will attend local area job fairs to recruit highly qualified teachers.		Administration	Increase the quality of teacher new hires.				

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 2: MPE will continue to develop leadership skills among teachers, staff, and students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Administrative Team will attend leadership conferences designed to increase the leadership skills.		Assistant Superintendent					
Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 4900.00							
Critical Success Factors CSF 7		Administrative Team	Increased number of teacher leaders.				
2) A Leadership Cohort will be created to provide teachers with an opportunity to build and develop their leadership skills.	Problem Statements: School Processes & Programs 1						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with leadership opportunities. Root Cause 1: Teachers need opportunities to grow their leadership skills by being able to participate in leadership programs on campus.

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: The District will define and implement district and campus expectations for technology integration inside and outside the classroom.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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 2: MPE will continue to expand the digital one to one initiative.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Every year, MPE will continue to purchase additional technology devices to work towards the one-to-one technology initiative.</p>		Administration Librarian	Increased number of technology devices on campus.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be provided professional development opportunities in the use of various technology software applications.</p>		Classroom Designer Instructional Coaches	Increased use of technology applications in the classrooms.				

= Accomplished

= Continue/Modify

= No Progress


= Discontinue

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 number of volunteers by 25% to support campus programs.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Recruit new volunteers at campus events such as Meet the Teacher and Open House and through special events such as Watch D.O.G.S..</p>		Admin AP PTA Board	Volunteer rosters				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Retain new and 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>		VIPS Administrator/Staff Representative	Increase number of parent volunteers on campus				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Provide opportunities for campus volunteers to attend professional development opportunities such as the parental involvement conferences conducted in Texas.</p>		Administration Volunteer Coordinator	Increased knowledge in how to more effectively help children be academically successful.				
Funding Sources: 211 - Title I Part A - 2510.00							
							

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%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Conduct Math and Literacy and STEAM night which allows parents the opportunity to interact actively with students while learning the curriculum.</p>		Admin Instructional coaches	Increase in number of parents attending school events.				
Funding Sources: 211 - Title I Part A - 250.00							
2) Provide PK/K transition strategies including Kindergarten Orientation and promote Katy ISD PK/K Summer Program for identified students in ESOL/Bilingual.		Kindergarten Team Leader	Increased number of parents attending the transition orientation.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Conduct Family Fun Fitness event and Run, Deed, and Read to promote parental involvement and health and fitness for our MPE families and include participation of our Partners in Education.</p>		Specials Team Leader Run, Deed, and Read Sponsor	Increase in number of parents attending school events.				
<p>Critical Success Factors CSF 5</p> <p>4) Provide curriculum nights to help parents learn more about how to help students at home.</p>		Administration	Increased number of parents attending campus events.				
Funding Sources: 211 - Title I Part A - 500.00							

Goal 7: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Performance Objective 1: A professional analysis of the student assessment and accountability systems will be developed to inform an action plan for the school board, administration and community to regain local control.

Evaluation Data Source(s) 1: Analysis completed

Summative Evaluation 1:

Goal 8: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources.

Evaluation Data Source(s) 1: Adopted budget

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading, TEKS.
1	1	2	Increase the Reading performance of all MPE students, including the 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.
1	1	3	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.
1	1	5	Provide supplemental support to students in Reading by utilizing a tutor who will work with small groups of students in order to increase student success in these subjects.
1	2	1	Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required writing TEKS.
1	2	2	Provide extensive, aligned professional learning to staff in all curricular areas, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.
1	4	1	Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required math TEKS.
1	4	2	Provide extensive, aligned professional learning to math teachers through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.
2	1	1	Teachers will develop TEK based checkpoints to assess student mastery of relevant TEKS every 3-4 weeks.
3	1	1	Support teacher's understanding related to improving student learning of all student populations by promoting and supporting district professional development and providing professional literature to staff.

State Compensatory

Personnel for Memorial Parkway Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrera, Maria	Teacher	Academic Support - ELA Bilingual	1
Bronstein, Robbie	Teacher	Academic Support	1
Lozano, Rita	Teacher	Academic Support - Math Bilingual	1
Wilson, Michelle	Teacher	Academic Support - Math	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Memorial Parkway Elementary

Parental Involvement Policy

2018-2019

Statement of Purpose:

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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.

Developing the Policy:

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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.

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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 math 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 web page and in the local newspaper.

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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.

-

Programs and the School Community:

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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 or 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 – 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.

-Orientation Night – This is a meeting within the first three weeks of school which parents are encouraged to attend. Grade level teachers inform parents about grade level curriculum, policies, procedures, rules, and even how they can become involved within the school and how they can help their children at home.

-Open House – This family event allows students to show off their hard work by bringing their parents to their classroom. Parents are able to see and talk to their children's teacher(s), observe their displayed work and also visit the book fair in the library. It is a very fun event for all!

-Title One Math Night – This event provides parents with information about the Title 1 program in both English and Spanish. Students are welcome to participate in fun, engaging math activities in their grade level classrooms. After the presentation is over, parents are encouraged to join their children in the classroom as well and will be able to learn how to use manipulatives and do hands-on activities at home. Students will be eligible for door prizes, which is also aligned to the subject matter.

-Other Curriculum Nights – There are many opportunities throughout the school year that support the academic learning of subjects such as reading, science, and health and fitness. This is a great opportunity to get parents involved with what the students are learning in class.

-Spirit Nights – Parents, teachers, and students of Memorial Parkway Elementary unite for a night of family fun. These nights, which are hosted by our PTA, 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. 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 fund-raising.

-Breakfast with Santa – This is a family event 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.

-Watch D.O.G.S (Dads of Great Students) Program- This is a program 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 read and work on flash cards with students, play at recess, eat lunch with students, watch the school entrances and hallways, assist with traffic flow, 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.

-Grandparents Week - One week during the school year we honor our MPE grandparents during our lunch times. Prior to the event, the grandparent lunch week committee decorates our cafeteria with posters, quotes and art work from our students. During the specified week, grandparents are invited to join their student for lunch one day where they can visit and be honored.

-Donuts with Dad– One morning throughout the school year, dads are invited to eat donuts with their child in the cafeteria before school starts. This is a social event that recognizes and honors all of our wonderful dads in a fun way!

-Muffins with Mom – One morning throughout the school year, moms are invited to eat muffins with their child in the cafeteria before school starts. This event is a wonderful social event that recognizes and honors all of our amazing moms in a fun way!

-1st Grade Events – There are several first grade events held throughout the school year. These events include but are not limited to Reading Restaurant,

Rodeo Parade, and Rodeo Dance. Parents are welcome to attend any and all of these events. Reading Restaurant takes place in the spring where parents are encouraged to come and listen to their child read. The classroom is turned into a restaurant, and when parents or guests arrive, they get seated by their “host”. Parents get to pick from a menu of books that their child knows how to read. Goldfish and orange juice are also served as children read aloud to their parents. The rodeo parade and rodeo dance take place around the time of the Houston Rodeo and is done during the Texas unit in Social Studies. The first graders have several weeks where they learn about Texas symbols, traditions, customs, and people. Students dress western and sing Texas songs around the school to show their pride for our state. The rodeo dance is put on through PE to show off Texas dancing to the parents and staff.

-Carnival – 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. Some of these activities include cake walks, face painting, bounce houses, vendors, food, and a silent auction, as well as other carnival games.

-Music Programs –Throughout the year, there are several music performances, including plays, sing alongs, and other performances that the parents and community are invited to enjoy.

-Principal Chats – Principal Chats will be held 1-2 times per semester. This is a great time for parents to ask questions and discuss important matters going on around the school.

-Class Parties – Two class parties are held every year, one in the winter and one in the spring. Parents are encouraged to join in on the fun!

-CAT 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.

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 flyers, e-news, and newsletters.

-Grade Level Communication: Each grade level provides either a weekly or monthly 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.

-Wednesday Folders – Every Wednesday, students take home their Wednesday folders which consists of news from the office, important flyers of upcoming events, and graded papers from the previous week.

-Parent/Teacher Conferences – Each teacher is required to have 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 CAT 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 sent home in the middle of the nine weeks and must be signed by the parent.

-Report Cards - Report cards are sent home 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. Parents are required to sign and return the report card.

-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.

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:

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The Memorial Parkway Elementary CAT 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.

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Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Muzny	Academic Support Teacher	Title I	1
Erika Miles	Science Academic Support Teacher	Title I	1
Lauren Novosad	Academic Support Teacher	Title I	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Leveled Reading Books		\$0.00
1	1	5	Certified subs or retired teachers		\$11,489.00
Sub-Total					\$11,489.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Core subject area instructional materials	211-11-6329-800-104-30-804-21119	\$16,757.77
1	1	3	Conference Institute on the Teaching of Reading provided by Teacher's College Reading and Writing Project Room and Board	211-13-6415-800-104-30-804-21119	\$2,350.00
1	1	3	Conference Institute on the Teaching of Reading provided by Teacher's College Reading and Writing Project Registration	211-13-6414-800-104-30-804-21110	\$1,700.00
1	1	4	Title I Teachers		\$95,965.50
1	2	1	Core subject area instructional materials	211-11-6329-800-104-30-804-21119	\$7,712.93
1	3	1	Science Supplies	211-11-6399-800-104-30-804-21119	\$800.00
1	3	1	Science Reading Materials	211-11-6329-800-104-30-804-21119	\$2,112.00
1	4	1	Core subject area instructional materials	211-11-6329-800-104-30-804-21119	\$5,267.50
1	4	1	Math Manipulatives	211-11-6399-800-104-30-804-21119	\$0.00
1	4	2	CAMT Conference Registration	211-13-6414-800-104-30-804-21119	\$370.00
1	4	2	CAMT Conference Room and Board	211-13-6415-800-104-30-804-21119	\$828.75
1	4	3	Academic Support Teachers		\$95,965.06
3	2	1	Positive Behavior Professional Development/Contracted Services	211-13-6299-800-104-30-804-21119	\$3,500.00
4	2	1	Conference Room and Board		\$2,000.00
4	2	1	Conference Registration		\$900.00
4	2	1	Conference Travel Costs		\$2,000.00
6	1	3	Conference Registration		\$800.00

6	1	3	Conference Room and Board		\$1,310.00
6	1	3	Conference Mileage/Travel Costs		\$400.00
6	2	1	Other Operating Costs (Snacks for Families)	211-61-6499-800-104-30-804-21119	\$250.00
6	2	1	Supplies for hands-on materials	211-61-6399-800-104-30-804-21119	\$0.00
6	2	4	Other Operating Costs (Snacks for Families)	211-61-6499-800-804-21119	\$500.00
Sub-Total					\$241,489.51
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Student Rewards		\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$255,978.51

Addendums

Katy Independent School District

2018-2019 Approaches CIP Targets

The targets below meet minimum expectations.

2019 STAAR SSI Cumulative Results using SSI #1 also include Spanish.

Content	Grade	Campus	Student Group	Tested 2017	2018 Approaches	2019 Approaches Incremental Growth Target	% Growth Needed	Tested 2019	2019 Approaches	Difference from 2019 Target	Difference from Previous Year
Reading	3	MPE	All	135	86.0%	89.0%	5%				
Reading	3	MPE	Hispanic	74	83.0%	88.0%	5%				
Reading	3	MPE	Am. Indian								
Reading	3	MPE	Asian	9	0.0%		5%				
Reading	3	MPE	African Am.	12	86.0%	91%	5%				
Reading	3	MPE	Pac. Islander				5%				
Reading	3	MPE	White	37	95.0%	100%	5%				
Reading	3	MPE	Two or More	3	83.0%	88%	5%				
Reading	3	MPE	Eco. Dis.	75	79.0%	84%	5%				
Reading	3	MPE	LEP Current	66	90.0%	95%	5%				
Reading	3	MPE	SPED	16	75.0%	80%	30%				
Reading	4	MPE	All	137	89%	94%	5%				
Reading	4	MPE	Hispanic	80	88%	93%	5%				
Reading	4	MPE	Asian	6	100%	100%	0%				
Reading	4	MPE	African Am.	10	80%	84%	5%				
Reading	4	MPE	White	35	94%	99%	5%				
Reading	4	MPE	Two or More	5	80%	85%	5%				
Reading	4	MPE	Eco. Dis.	70	85%	90%	5%				
Reading	4	MPE	LEP Current	45	87%	92%	5%				
Reading	4	MPE	SPED	15	64%	80%	25%				
Reading	5	MPE	All	109	83%	88%	5%				
Reading	5	MPE	Hispanic	65	87%	92%	5%				
Reading	5	MPE	Asian	4	80%	84%	5%				
Reading	5	MPE	African Am.	10	83%	88%	5%				
Reading	5	MPE	White	26	77%	82%	5%				
Reading	5	MPE	Two or More	4	60%	77%	17%				
Reading	5	MPE	Eco. Dis.	66	78%	83%	5%				
Reading	5	MPE	LEP Current	34	62%	76%	5%				

Content	Grade	Campus	Student Group	Tested 2017	2018 Approaches	2019 Approaches Incremental Growth Target	% Growth Needed	Tested 2019	2019 Approaches	Difference from 2019 Target	Difference from Previous Year
Reading	5	MPE	SPED	11	38%	80%	42%				
Math	3	MPE	All	135	82.0%	87%	5%				
Math	3	MPE	Hispanic	74	77%	82%	5%				
Math	3	MPE	Asian	9	100%	100%	--				
Math	3	MPE	African Am.	12	71%	76%	5%				
Math	3	MPE	White	37	92%	97%	5%				
Math	3	MPE	Two or More	3	83%	88%	5%				
Math	3	MPE	Eco. Dis.	75	72%	77%	5%				
Math	3	MPE	LEP Current	66	84%	89%	5%				
Math	3	MPE	SPED	16	63%	80%	17%				
Math	4	MPE	All	137	86%	92%	5%				
Math	4	MPE	Hispanic	80	87%	92%	5%				
Math	4	MPE	Asian	6	100%	100%	--				
Math	4	MPE	African Am.	10	70%	80%	10%				
Math	4	MPE	White	35	87%	92%	5%				
Math	4	MPE	Two or More	5	80%	85%	10%				
Math	4	MPE	Eco. Dis.	70	80%	85%	5%				
Math	4	MPE	LEP Current	45	83%	88%	5%				
Math	4	MPE	SPED	15	71%	80%	11%				
Math	5	MPE	All	109	90%	95%	5%				
Math	5	MPE	Hispanic	65	93%	98%	5%				
Math	5	MPE	Asian	4	100%	100%	--				
Math	5	MPE	African Am.	10	83%	88%	5%				
Math	5	MPE	White	26	87%	92%	5%				
Math	5	MPE	Two or More	4	80%	--	--				
Math	5	MPE	Eco. Dis.	60	87%	92%	5%				
Math	5	MPE	LEP Current	34	88%	93%	5%				
Math	5	MPE	SPED	11	38%	80%	42%				
Writing	4	MPE	All	137	76%	81%	5%				
Writing	4	MPE	Hispanic	79	75%	80%	5%				
Writing	4	MPE	Asian	6	100%	100%	5%				
Writing	4	MPE	African Am.	10	60%	80%	20%				

Content	Grade	Campus	Student Group	Tested 2017	2018 Approaches	2019 Approaches Incremental Growth Target	% Growth Needed	Tested 2019	2019 Approaches	Difference from 2019 Target	Difference from Previous Year
Writing	4	MPE	White	36	81%	86%	5%				
Writing	4	MPE	Two or More	5	60%	80%	20%				
Writing	4	MPE	Eco. Dis.	71	72%	77%	5%				
Writing	4	MPE	LEP Current	44	69%	74%	5%				
Writing	4	MPE	SPED	16	36%	80%	44%				
Science	5	MPE	All	111	75%	80%	5%				
Science	5	MPE	Hispanic	65	75%	80%	5%				
Science	5	MPE	Asian	4	100%	100%	5%				
Science	5	MPE	African Am.	10	80%	85%	5%				
Science	5	MPE	White	28	71%	80%	9%				
Science	5	MPE	Two or More	4	80%	85%	5%				
Science	5	MPE	Eco. Dis.	69	65%	80%	15%				
Science	5	MPE	LEP Current	36	42%	70%	28%				
Science	5	MPE	SPED	11	45%	80%	35%				

Katy Independent School District

2018-2019 Meets CIP Targets

The targets below meet minimum expectations.

2019 STAAR SSI Cumulative Results using SSI #1 also include Spanish.

Content	Grade	Campus	Student Group	Tested 2017	2018 Meets	2019 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2019 Meets	Difference from 2019 Target	Difference from Previous Year
Reading	3	MPE	All	135	55%	58%	3%				
Reading	3	MPE	Hispanic	74	62%	65%	3%				
Reading	3	MPE	Asian	9	0%	56%	12%				
Reading	3	MPE	African Am.	12	57%	60%	3%				
Reading	3	MPE	White	37	51%	54%	2%				
Reading	3	MPE	Two or More	3	17%	--	--				
Reading	3	MPE	Eco. Dis.	75	54%	57%	3%				
Reading	3	MPE	LEP Current	66	64%	67%	3%				
Reading	3	MPE	SPED	16	19%	56%	37%				
Reading	4	MPE	All	137	60%	63%	3%				
Reading	4	MPE	Hispanic	80	55%	57%	2%				
Reading	4	MPE	Asian	6	80%	82%	2%				
Reading	4	MPE	African Am.	10	40%	50%	10%				
Reading	4	MPE	White	35	74%	77%	3%				
Reading	4	MPE	Two or More	5	60%	63%	3%				
Reading	4	MPE	Eco. Dis.	70	50%	57%	7%				
Reading	4	MPE	LEP Current	45	45%	48%	3%				
Reading	4	MPE	SPED	15	29%	50%	21%				
Reading	5	MPE	All	109	59%	62%	3%				
Reading	5	MPE	Hispanic	65	63%	66%	3%				
Reading	5	MPE	Asian	4	40%	--	--				
Reading	5	MPE	African Am.	10	50%	62%	12%				
Reading	5	MPE	White	26	61%	62%	2%				
Reading	5	MPE	Two or More	4	40%	--	--				
Reading	5	MPE	Eco. Dis.	66	48%	60%	12%				
Reading	5	MPE	LEP Current	34	31%	62%	31%				
Reading	5	MPE	SPED	11	31%	60%	29%				

Content	Grade	Campus	Student Group	Tested 2017	2018 Meets	2019 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2019 Meets	Difference from 2019 Target	Difference from Previous Year
Math	3	MPE	All	125	45%	51%	6%				
Math	3	MPE	Hispanic	64	36%	51%	15%				
Math	3	MPE	Asian	9	50%	52%	2%				
Math	3	MPE	African Am.	12	29%	51%	22%				
Math	3	MPE	White	37	59%	61%	2%				
Math	3	MPE	Two or More	3	67%	--	--				
Math	3	MPE	Eco. Dis.	68	25%	52%	27%				
Math	3	MPE	LEP Current	56	38%	51%	13%				
Math	3	MPE	SPED	16	31%	51%	20%				
Math	4	MPE	All	129	47%	50%	3%				
Math	4	MPE	Hispanic	72	46%	48%	2%				
Math	4	MPE	Asian	6	40%	49%	9%				
Math	4	MPE	African Am.	10	30%	43%	13%				
Math	4	MPE	White	35	55%	57%	2%				
Math	4	MPE	Two or More	5	46%	48%	2%				
Math	4	MPE	Eco. Dis.	63	39%	41%	2%				
Math	4	MPE	LEP Current	37	38%	48%	10%				
Math	4	MPE	SPED	15	21%	48%	27%				
Math	5	MPE	All	109	57%	59%	2%				
Math	5	MPE	Hispanic	65	57%	59%	2%				
Math	5	MPE	Asian	4	60%	--	--				
Math	5	MPE	African Am.	10	50%	58%	8%				
Math	5	MPE	White	26	65%	67%	2%				
Math	5	MPE	Two or More	4	40%	--	--				
Math	5	MPE	Eco. Dis.	60	45%	58%	13%				
Math	5	MPE	LEP Current	34	27%	58%	31%				
Math	5	MPE	SPED	11	15%	58%	43%				
Writing	4	MPE	All	137	49%	51%	3%				
Writing	4	MPE	Hispanic	79	44%	46%	2%				
Writing	4	MPE	Asian	6	40%	42%	2%				
Writing	4	MPE	African Am.	10	50%	52%	2%				

Content	Grade	Campus	Student Group	Tested 2017	2018 Meets	2019 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2019 Meets	Difference from 2019 Target	Difference from Previous Year
Writing	4	MPE	White	36	61%	63%	2%				
Writing	4	MPE	Two or More	5	40%	42%	2%				
Writing	4	MPE	Eco. Dis.	71	40%	42%	2%				
Writing	4	MPE	LEP Current	44	35%	40%	5%				
Writing	4	MPE	SPED	16	21%	40%	19%				
Science	5	MPE	All	111	45%	47%	2%				
Science	5	MPE	Hispanic	65	47%	49%	2%				
Science	5	MPE	Asian	4	60%	--	--				
Science	5	MPE	African Am.	10	30%	40%	10%				
Science	5	MPE	White	28	48%	50%	2%				
Science	5	MPE	Two or More	4	20%	--	--				
Science	5	MPE	Eco. Dis.	69	35%	40%	5%				
Science	5	MPE	LEP Current	36	15%	40%	25%				
Science	5	MPE	SPED	11	9%	40%	31%				

Katy Independent School District
2018-2019 Masters CIP Targets

The targets below meet minimum expectations.

2019 STAAR SSI Cumulative Results using SSI #1 also include Spanish.

Content	Grade	Campus	Student Group	Tested 2017	2018 Masters	2019 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2019 Masters	Difference from 2019 Target	Difference from Previous Year
Reading	3	MPE	All	135	31%	35%	4%				
Reading	3	MPE	Hispanic	74	36%	38%	2%				
Reading	3	MPE	Asian	9	0%	35%	35%				
Reading	3	MPE	African Am.	12	14%	32%	18%				
Reading	3	MPE	White	37	30%	32%	2%				
Reading	3	MPE	Two or More	3	17%	--	--				
Reading	3	MPE	Eco. Dis.	75	31%	33%	3%				
Reading	3	MPE	LEP Current	66	42%	44%	2%				
Reading	3	MPE	SPED	16	13%	32%	19%				
Reading	4	MPE	All	137	36%	38%	2%				
Reading	4	MPE	Hispanic	80	28%	30%	2%				
Reading	4	MPE	Asian	6	40%	42%	2%				
Reading	4	MPE	African Am.	10	30%	33%	3%				
Reading	4	MPE	White	35	52%	54%	2%				
Reading	4	MPE	Two or More	5	40%	42%	2%				
Reading	4	MPE	Eco. Dis.	70	26%	28%	2%				
Reading	4	MPE	LEP Current	45	21%	25%	4%				
Reading	4	MPE	SPED	15	21%	25%	4%				
Reading	5	MPE	All	109	32%	34%	2%				
Reading	5	MPE	Hispanic	65	40%	42%	2%				
Reading	5	MPE	Asian	4	40%	--	--				
Reading	5	MPE	African Am.	10	17%	25%	8%				
Reading	5	MPE	White	26	23%	25%	2%				
Reading	5	MPE	Two or More	4	20%	22%	22%				
Reading	5	MPE	Eco. Dis.	66	24%	26%	2%				

Content	Grade	Campus	Student Group	Tested 2017	2018 Masters	2019 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2019 Masters	Difference from 2019 Target	Difference from Previous Year
Reading	5	MPE	LEP Current	34	8%	22%	14%				
Reading	5	MPE	SPED	11	8%	22%	14%				
Math	3	MPE	All	135	21%	26%	5%				
Math	3	MPE	Hispanic	74	17%	24%	7%				
Math	3	MPE	Asian	9	0%	24%	24%				
Math	3	MPE	African Am.	12	14%	24%	10%				
Math	3	MPE	White	37	32%	34%	2%				
Math	3	MPE	Two or More	3	17%	24%	7%				
Math	3	MPE	Eco. Dis.	75	13%	27%	14%				
Math	3	MPE	LEP Current	66	24%	26%	2%				
Math	3	MPE	SPED	16	6%	24%	18%				
Math	4	MPE	All	137	20%	28%	8%				
Math	4	MPE	Hispanic	80	13%	25%	12%				
Math	4	MPE	Asian	6	20%	25%	5%				
Math	4	MPE	African Am.	10	20%	25%	5%				
Math	4	MPE	White	35	35%	37%	2%				
Math	4	MPE	Two or More	5	20%	25%	5%				
Math	4	MPE	Eco. Dis.	67	15%	25%	10%				
Math	4	MPE	LEP Current	45	6%	25%	19%				
Math	4	MPE	SPED	15	7%	25%	18%				
Math	5	MPE	All	109	29%	31%	2%				
Math	5	MPE	Hispanic	65	35%	37%	2%				
Math	5	MPE	Asian	4	40%	42%	2%				
Math	5	MPE	African Am.	10	17%	28%	10%				
Math	5	MPE	White	26	23%	28%	5%				
Math	5	MPE	Two or More	4	0%	--	--				
Math	5	MPE	Eco. Dis.	60	24%	27%	3%				
Math	5	MPE	LEP Current	34	12%	27%	15%				
Math	5	MPE	SPED	11	8%	27%	19%				

Content	Grade	Campus	Student Group	Tested 2017	2018 Masters	2019 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2019 Masters	Difference from 2019 Target	Difference from Previous Year
Writing	4	MPE	All	137	13%	15%	2%				
Writing	4	MPE	Hispanic	79	28%	30%	2%				
Writing	4	MPE	Asian	6	20%	22%	2%				
Writing	4	MPE	African Am.	10	20%	22%	13%				
Writing	4	MPE	White	36	16%	18%	2%				
Writing	4	MPE	Two or More	5	0%	15%	15%				
Writing	4	MPE	Eco. Dis.	71	10%	13%	3%				
Writing	4	MPE	LEP Current	44	10%	15%	5%				
Writing	4	MPE	SPED	16	0%	15%	15%				
Science	5	MPE	All	111	21%	23%	2%				
Science	5	MPE	Hispanic	65	19%	23%	4%				
Science	5	MPE	Asian	4	40%	42%	2%				
Science	5	MPE	African Am.	10	0%	18%	18%				
Science	5	MPE	White	28	26%	28%	2%				
Science	5	MPE	Two or More	4	20%	22%	2%				
Science	5	MPE	Eco. Dis.	69	11%	18%	7%				
Science	5	MPE	LEP Current	36	0%	18%	8%				
Science	5	MPE	SPED	11	9%	18%	9%				

Grade	STAAR Subject	Max Raw Score 2018 (# of Test Items)	Approaches Raw Score	Approaches % of Score Points	Meets Raw Score	Meets % of Score Points	Masters Raw Score	Masters % of Score Points	%@Approaches Target	%@Meets Target	%@Masters Target
3rd Grade	Reading	34	20	59%	27	79%	30	88%	89%	58%	35%
3rd Grade	Math	32	19	59%	25	78%	30	94%	87%	51%	26%
4th Grade	Reading	36	22	61%	29	81%	32	89%	94%	63%	38%
4th Grade	Math	34	19	56%	26	76%	29	85%	92%	50%	28%
4th Grade	Writing	32	19	59%	23	72%	28	87%	81%	47%	15%
5th Grade	Reading	38	24	63%	30	79%	34	89%	88%	62%	34%
5th Grade	Math	36	20	56%	27	75%	32	89%	95%	58%	31%
5th Grade	Science	36	24	67%	30	83%	34	94%	80%	47%	23%



Katy Independent School District

2017-2018 Approaches CIP Targets

The targets below meet minimum expectations.

2018 STAAR SSI Cumulative Results using SSI #1 (7-3-17) also include Spanish.

Content	Grade	Campus	Student Group	Tested 2017	2017 Approaches	2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches	Difference from 2018 Target	Difference from Previous Year
Reading	3	MPE	All	135	84%	89.0%	5%	118	86.0%	↑ 2.0%	↑ 2.0%
Reading	3	MPE	Hispanic	74	82%	91.0%	7%	66	83.0%	↑ 1.0%	↑ 1.0%
Reading	3	MPE	Am. Indian							↑ 0.0%	↑ 0.0%
Reading	3	MPE	Asian	9	89%	94.00%	5%	2	0.0%	↓ -89.0%	↓ -89.0%
Reading	3	MPE	African Am.	12	75%	80.00%	5%	7	86.0%	↑ 11.0%	↑ 11.0%
Reading	3	MPE	Pac. Islander				5%			↑ 0.0%	↑ 0.0%
Reading	3	MPE	White	37	92%	97.00%	5%	37	95.0%	↑ 3.0%	↑ 3.0%
Reading	3	MPE	Two or More	3	--	--	--	6	83.0%	--	--
Reading	3	MPE	Eco. Dis.	75	80%	85%	5%	68	79.0%	↑ -1.0%	↑ -1.0%
Reading	3	MPE	LEP Current	66	82%	87.00%	5%	50	90.0%	↑ 8.0%	↑ 8.0%
Reading	3	MPE	SPED	16	50%	80%	30%	16	75.0%	↑ 25.0%	↑ 25.0%
Reading	4	MPE	All	137	70%	75%	5%	118	89%	↑ 14%	↑ 19%
Reading	4	MPE	Hispanic	80	75%	80%	5%	67	88%	↑ 8%	↑ 13%
Reading	4	MPE	Asian	6	67%	72%	5%	5	100%	↑ 28%	↑ 33%
Reading	4	MPE	African Am.	10	70%	75%	5%	10	80%	↑ 5%	↑ 10%
Reading	4	MPE	White	35	60%	70%	10%	31	94%	↑ 24%	↑ 34%
Reading	4	MPE	Two or More	5	60%	70%	10%	5	80%	↑ 10%	↑ 20%
Reading	4	MPE	Eco. Dis.	70	61%	70%	9%	66	85%	↑ 15%	↑ 24%
Reading	4	MPE	LEP Current	45	67%	72%	5%	47	87%	↑ 15%	↑ 20%
Reading	4	MPE	SPED	15	33%	80%	47%	14	64%	→ -16%	↑ 31%
Reading	5	MPE	All	109	74%	79%	5%	122	83%	↑ 4%	↑ 9%
Reading	5	MPE	Hispanic	65	72%	77%	5%	68	87%	↑ 10%	↑ 15%
Reading	5	MPE	Asian	4	--	--	5%	5	80%	--	--
Reading	5	MPE	African Am.	10	70%	75%	5%	12	83%	↑ 8%	↑ 13%
Reading	5	MPE	White	26	81%	86%	5%	31	77%	→ -9%	→ -4%
Reading	5	MPE	Two or More	4	--	--	5%	5	60%	--	--
Reading	5	MPE	Eco. Dis.	66	71%	76%	5%	67	78%	↑ 2%	↑ 7%
Reading	5	MPE	LEP Current	34	71%	76%	5%	26	62%	→ -14%	→ -9%

Content	Grade	Campus	Student Group	Tested 2017	2017 Approaches	2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches	Difference from 2018 Target	Difference from Previous Year
Reading	5	MPE	SPED	11	18%	80%	62%	13	38%	→ -42%	↑ 20%
Math	3	MPE	All	135	84%	89%	5%	118	82.0%	→ -7%	↑ -2%
Math	3	MPE	Hispanic	74	81%	86%	5%	66	77%	→ -9%	→ -4%
Math	3	MPE	Asian	9	100%	--	--	2	100%	--	↑ 0%
Math	3	MPE	African Am.	12	67%	72%	5%	7	71%	↑ -1%	↑ 4%
Math	3	MPE	White	37	89%	94%	5%	37	92%	↑ -2%	↑ 3%
Math	3	MPE	Two or More	3	--	--	5%	6	83%	--	--
Math	3	MPE	Eco. Dis.	75	76%	81%	5%	68	72%	→ -9%	→ -4%
Math	3	MPE	LEP Current	66	82%	87%	5%	50	84%	↑ -3%	↑ 2%
Math	3	MPE	SPED	16	56%	80%	24%	16	63%	→ -17%	↑ 7%
Math	4	MPE	All	137	77%	82%	5%	118	86%	↑ 4%	↑ 9%
Math	4	MPE	Hispanic	80	80%	85%	5%	67	87%	↑ 2%	↑ 7%
Math	4	MPE	Asian	6	100%	--	--	5	100%	--	↑ 0%
Math	4	MPE	African Am.	10	60%	70%	10%	10	70%	↑ 0%	↑ 10%
Math	4	MPE	White	35	71%	76%	5%	31	87%	↑ 11%	↑ 16%
Math	4	MPE	Two or More	5	60%	70%	10%	5	80%	↑ 10%	↑ 20%
Math	4	MPE	Eco. Dis.	70	73%	78%	5%	66	80%	↑ 2%	↑ 7%
Math	4	MPE	LEP Current	45	78%	83%	5%	47	83%	↑ 0%	↑ 5%
Math	4	MPE	SPED	15	33%	80%	47%	14	71%	→ -9%	↑ 38%
Math	5	MPE	All	109	75%	80%	5%	122	90%	↑ 10%	↑ 15%
Math	5	MPE	Hispanic	65	75%	80%	5%	68	93%	↑ 13%	↑ 18%
Math	5	MPE	Asian	4	--	--	--	5	100%	--	--
Math	5	MPE	African Am.	10	60%	70%	10%	12	83%	↑ 13%	↑ 23%
Math	5	MPE	White	26	77%	82%	5%	31	87%	↑ 5%	↑ 10%
Math	5	MPE	Two or More	4	--	--	--	5	80%	--	--
Math	5	MPE	Eco. Dis.	60	70%	75%	5%	67	87%	↑ 12%	↑ 17%
Math	5	MPE	LEP Current	34	91%	96%	5%	26	88%	→ -8%	↑ -3%
Math	5	MPE	SPED	11	36%	80%	44%	13	38%	→ -42%	↑ 2%
Writing	4	MPE	All	137	65%	70%	5%	119	76%	↑ 6%	↑ 11%
Writing	4	MPE	Hispanic	79	75%	80%	5%	68	75%	→ -5%	↑ 0%
Writing	4	MPE	Asian	6	67%	72%	5%	5	100%	↑ 28%	↑ 33%
Writing	4	MPE	African Am.	10	60%	70%	10%	10	60%	→ -10%	↑ 0%

Content	Grade	Campus	Student Group	Tested 2017	2017 Approaches	2018 Approaches Incremental Growth Target	% Growth Needed	Tested 2018	2018 Approaches	Difference from 2018 Target	Difference from Previous Year
Writing	4	MPE	White	36	50%	70%	20%	31	81%	↑ 11%	↑ 31%
Writing	4	MPE	Two or More	5	40%	70%	30%	5	60%	→ -10%	↑ 20%
Writing	4	MPE	Eco. Dis.	71	59%	70%	11%	67	72%	↑ 2%	↑ 13%
Writing	4	MPE	LEP Current	44	66%	70%	4%	48	69%	↑ -1%	↑ 3%
Writing	4	MPE	SPED	16	13%	80%	67%	14	36%	→ -44%	↑ 23%
Science	5	MPE	All	111	67%	72%	5%	120	75%	↑ 3%	↑ 8%
Science	5	MPE	Hispanic	65	63%	70%	7%	68	75%	↑ 5%	↑ 12%
Science	5	MPE	Asian	4	--	--	5%	5	100%	--	--
Science	5	MPE	African Am.	10	50%	70%	20%	12	80%	↑ 10%	↑ 30%
Science	5	MPE	White	28	79%	84%	5%	31	71%	→ -13%	→ -8%
Science	5	MPE	Two or More	4	--	--	5%	5	80%	--	--
Science	5	MPE	Eco. Dis.	69	58%	70%	12%	66	65%	→ -5%	↑ 7%
Science	5	MPE	LEP Current	36	61%	70%	9%	26	42%	→ -28%	→ -19%
Science	5	MPE	SPED	11	27%	80%	53%	11	45%	→ -35%	↑ 18%

Katy Independent School District

2017-2018 Meets CIP Targets

The targets below meet minimum expectations.

2018 STAAR SSI Cumulative Results using SSI #1 (7-3-17) also include Spanish.

Content	Grade	Campus	Student Group	Tested 2017	2017 Meets	2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	Difference from 2018 Target	Difference from Previous Year
Reading	3	MPE	All	135	56%	58%	2%	118	55%	→ -3%	→ -1%
Reading	3	MPE	Hispanic	74	53%	56%	3%	66	62%	→ 6%	↑ 9%
Reading	3	MPE	Asian	9	44%	56%	12%	2	0%	↓ -56%	↓ -44%
Reading	3	MPE	African Am.	12	42%	56%	14%	7	57%	→ 1%	↑ 15%
Reading	3	MPE	White	37	73%	75%	2%	37	51%	→ -24%	→ -22%
Reading	3	MPE	Two or More	3	--	--	--	6	17%	--	--
Reading	3	MPE	Eco. Dis.	75	47%	56%	9%	68	54%	→ -2%	→ 7%
Reading	3	MPE	LEP Current	66	48%	56%	8%	50	64%	→ 8%	↑ 16%
Reading	3	MPE	SPED	16	17%	56%	39%	16	19%	↓ -37%	→ 2%
Reading	4	MPE	All	137	50%	52%	2%	118	60%	→ 8%	↑ 10%
Reading	4	MPE	Hispanic	80	58%	60%	2%	67	55%	→ -5%	→ -3%
Reading	4	MPE	Asian	6	50%	52%	2%	5	80%	↑ 28%	↑ 30%
Reading	4	MPE	African Am.	10	30%	50%	20%	10	40%	→ -10%	↑ 10%
Reading	4	MPE	White	35	43%	50%	7%	31	74%	↑ 24%	↑ 31%
Reading	4	MPE	Two or More	5	40%	50%	10%	5	60%	↑ 10%	↑ 20%
Reading	4	MPE	Eco. Dis.	70	37%	50%	13%	66	50%	→ 0%	↑ 13%
Reading	4	MPE	LEP Current	45	51%	53%	2%	47	45%	→ -8%	→ -6%
Reading	4	MPE	SPED	15	7%	50%	43%	14	29%	→ -21%	↑ 22%
Reading	5	MPE	All	109	45%	47%	2%	122	59%	↑ 12%	↑ 14%
Reading	5	MPE	Hispanic	65	38%	46%	8%	68	63%	↑ 17%	↑ 25%
Reading	5	MPE	Asian	4	--	--	--	5	40%	--	--
Reading	5	MPE	African Am.	10	50%	52%	2%	12	50%	→ -2%	→ 0%
Reading	5	MPE	White	26	58%	60%	2%	31	61%	→ 1%	→ 3%
Reading	5	MPE	Two or More	4	--	--	--	5	40%	--	--
Reading	5	MPE	Eco. Dis.	66	36%	46%	10%	67	48%	→ 2%	↑ 12%
Reading	5	MPE	LEP Current	34	29%	46%	17%	26	31%	→ -15%	→ 2%
Reading	5	MPE	SPED	11	18%	46%	28%	13	31%	→ -15%	↑ 13%

Content	Grade	Campus	Student Group	Tested 2017	2017 Meets	2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	Difference from 2018 Target	Difference from Previous Year
Math	3	MPE	All	125	49%	51%	2%	118	45%	→ -6%	→ -4%
Math	3	MPE	Hispanic	64	41%	49%	8%	66	36%	→ -13%	→ -5%
Math	3	MPE	Asian	9	56%	58%	2%	2	50%	→ -8%	→ -6%
Math	3	MPE	African Am.	12	50%	52%	2%	7	29%	→ -23%	→ -21%
Math	3	MPE	White	37	59%	61%	2%	37	59%	→ -2%	→ 0%
Math	3	MPE	Two or More	3	--	--	--	6	67%	--	--
Math	3	MPE	Eco. Dis.	68	50%	52%	2%	68	25%	↓ -27%	↓ -25%
Math	3	MPE	LEP Current	56	43%	49%	7%	50	38%	→ -11%	→ -5%
Math	3	MPE	SPED	16	13%	49%	36%	16	31%	→ -18%	↑ 18%
Math	4	MPE	All	129	43%	45%	2%	118	47%	→ 2%	→ 4%
Math	4	MPE	Hispanic	72	50%	52%	2%	67	46%	→ -6%	→ -4%
Math	4	MPE	Asian	6	50%	52%	2%	5	40%	→ -12%	→ -10%
Math	4	MPE	African Am.	10	20%	43%	23%	10	30%	→ -13%	↑ 10%
Math	4	MPE	White	35	37%	43%	6%	31	55%	↑ 12%	↑ 18%
Math	4	MPE	Two or More	5	20%	43%	23%	5	46%	→ 3%	↑ 26%
Math	4	MPE	Eco. Dis.	63	33%	43%	10%	66	39%	→ -4%	→ 6%
Math	4	MPE	LEP Current	37	43%	45%	2%	47	38%	→ -7%	→ -5%
Math	4	MPE	SPED	15	7%	43%	36%	14	21%	→ -22%	↑ 14%
Math	5	MPE	All	109	33%	35%	2%	122	57%	↑ 22%	↑ 24%
Math	5	MPE	Hispanic	65	25%	33%	8%	68	57%	↑ 24%	↑ 32%
Math	5	MPE	Asian	4	--	--	--	5	60%	--	--
Math	5	MPE	African Am.	10	30%	33%	3%	12	50%	↑ 17%	↑ 20%
Math	5	MPE	White	26	46%	48%	2%	31	65%	↑ 17%	↑ 19%
Math	5	MPE	Two or More	4	--	--	--	5	40%	--	--
Math	5	MPE	Eco. Dis.	60	27%	33%	6%	67	45%	↑ 12%	↑ 18%
Math	5	MPE	LEP Current	34	21%	33%	12%	26	27%	→ -6%	→ 6%
Math	5	MPE	SPED	11	0%	33%	33%	13	15%	→ -18%	↑ 15%
Writing	4	MPE	All	137	34%	36%	2%	119	49%	↑ 13%	↑ 15%
Writing	4	MPE	Hispanic	79	41%	43%	2%	68	44%	→ 1%	→ 3%
Writing	4	MPE	Asian	6	50%	52%	2%	5	40%	→ -12%	→ -10%
Writing	4	MPE	African Am.	10	10%	34%	24%	10	50%	↑ 16%	↑ 40%

Content	Grade	Campus	Student Group	Tested 2017	2017 Meets	2018 Meets Incremental Growth Target	% Growth Needed	Tested 2018	2018 Meets	Difference from 2018 Target	Difference from Previous Year
Writing	4	MPE	White	36	25%	34%	9%	31	61%	↑ 27%	↑ 36%
Writing	4	MPE	Two or More	5	40%	34%	6%	5	40%	→ 6%	→ 0%
Writing	4	MPE	Eco. Dis.	71	27%	34%	7%	67	40%	→ 6%	↑ 13%
Writing	4	MPE	LEP Current	44	32%	34%	2%	48	35%	→ 1%	→ 3%
Writing	4	MPE	SPED	16	6%	34%	28%	14	21%	→ -13%	↑ 15%
Science	5	MPE	All	111	31%	33%	2%	120	45%	↑ 12%	↑ 14%
Science	5	MPE	Hispanic	65	23%	31%	8%	68	47%	↑ 16%	↑ 24%
Science	5	MPE	Asian	4	--	--	--	5	60%	--	--
Science	5	MPE	African Am.	10	10%	31%	21%	12	30%	→ -1%	↑ 20%
Science	5	MPE	White	28	50%	52%	2%	31	48%	→ -4%	→ -2%
Science	5	MPE	Two or More	4	--	--	--	5	20%	--	--
Science	5	MPE	Eco. Dis.	69	20%	31%	11%	66	35%	→ 4%	↑ 15%
Science	5	MPE	LEP Current	36	19%	31%	12%	26	15%	→ -16%	→ -4%
Science	5	MPE	SPED	11	18%	31%	13%	11	9%	→ -22%	→ -9%

Katy Independent School District

2017-2018 Masters CIP Targets

The targets below meet minimum expectations.

2018 STAAR SSI Cumulative Results using SSI #1 (7-3-17) also include Spanish.

Content	Grade	Campus	Student Group	Tested 2017	2017 Masters	2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	Difference from 2018 Target	Difference from Previous Year
Reading	3	MPE	All	135	32%	35%	2%	118	↑ 31%	→ -4%	→ -1%
Reading	3	MPE	Hispanic	74	30%	32%	2%	66	↑ 36%	→ 4%	→ 6%
Reading	3	MPE	Asian	9	22%	32%	10%	2	→ 0%	↓ -32%	↓ -22%
Reading	3	MPE	African Am.	12	17%	32%	15%	7	→ 14%	↓ -18%	→ -3%
Reading	3	MPE	White	37	43%	45%	2%	37	↑ 30%	↓ -15%	↓ -13%
Reading	3	MPE	Two or More	3	--	--	--	6	→ 17%	--	--
Reading	3	MPE	Eco. Dis.	75	21%	32%	11%	68	↑ 31%	→ -1%	→ 10%
Reading	3	MPE	LEP Current	66	29%	32%	3%	50	↑ 42%	→ 10%	→ 13%
Reading	3	MPE	SPED	16	13%	32%	19%	16	→ 13%	↓ -19%	→ 0%
Reading	4	MPE	All	137	27%	29%	2%	118	↑ 36%	→ 7%	→ 9%
Reading	4	MPE	Hispanic	80	29%	31%	2%	67	↑ 28%	→ -3%	→ -1%
Reading	4	MPE	Asian	6	33%	35%	2%	5	↑ 40%	→ 5%	→ 7%
Reading	4	MPE	African Am.	10	10%	27%	17%	10	↑ 30%	→ 3%	→ 20%
Reading	4	MPE	White	35	31%	33%	2%	31	↑ 52%	→ 19%	→ 21%
Reading	4	MPE	Two or More	5	0%	27%	27%	5	↑ 40%	→ 13%	↑ 40%
Reading	4	MPE	Eco. Dis.	70	17%	27%	10%	66	↑ 26%	→ -1%	→ 9%
Reading	4	MPE	LEP Current	45	20%	27%	7%	47	→ 21%	↓ -6%	→ 1%
Reading	4	MPE	SPED	15	0%	27%	27%	14	→ 21%	↓ -6%	→ 21%
Reading	5	MPE	All	109	22%	24%	2%	122	↑ 32%	→ 8%	→ 10%
Reading	5	MPE	Hispanic	65	17%	22%	5%	68	↑ 40%	→ 18%	→ 23%
Reading	5	MPE	Asian	4	--	--	--	5	↑ 40%	--	--
Reading	5	MPE	African Am.	10	20%	22%	2%	12	→ 17%	↓ -5%	→ -3%
Reading	5	MPE	White	26	27%	29%	2%	31	→ 23%	↓ -6%	→ -4%
Reading	5	MPE	Two or More	4	--	22%	22%	5	→ 20%	→ -2%	--
Reading	5	MPE	Eco. Dis.	66	15%	22%	7%	67	→ 24%	→ 2%	→ 9%

Content	Grade	Campus	Student Group	Tested 2017	2017 Masters	2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	Difference from 2018 Target	Difference from Previous Year
Reading	5	MPE	LEP Current	34	12%	22%	10%	26	→ 8%	↓ -14%	→ -4%
Reading	5	MPE	SPED	11	0%	22%	22%	13	→ 8%	↓ -14%	→ 8%
Math	3	MPE	All	135	24%	26%	2%	118	→ 21%	↓ -5%	→ -3%
Math	3	MPE	Hispanic	74	18%	24%	6%	66	→ 17%	↓ -7%	→ -1%
Math	3	MPE	Asian	9	22%	24%	2%	2	→ 0%	↓ -24%	↓ -22%
Math	3	MPE	African Am.	12	17%	24%	7%	7	→ 14%	↓ -10%	→ -3%
Math	3	MPE	White	37	41%	43%	2%	37	↑ 32%	↓ -11%	↓ -9%
Math	3	MPE	Two or More	3	--	24%	24%	6	→ 17%	↓ -7%	--
Math	3	MPE	Eco. Dis.	75	25%	27%	2%	68	→ 13%	↓ -14%	↓ -12%
Math	3	MPE	LEP Current	66	18%	24%	6%	50	→ 24%	→ 0%	→ 6%
Math	3	MPE	SPED	16	6%	24%	18%	16	→ 6%	↓ -18%	→ 0%
Math	4	MPE	All	137	26%	28%	2%	118	→ 20%	↓ -8%	↓ -6%
Math	4	MPE	Hispanic	80	31%	33%	2%	67	→ 13%	↓ -20%	↓ -18%
Math	4	MPE	Asian	6	33%	35%	2%	5	→ 20%	↓ -15%	↓ -13%
Math	4	MPE	African Am.	10	10%	26%	16%	10	→ 20%	↓ -6%	→ 10%
Math	4	MPE	White	35	20%	26%	6%	31	↑ 35%	→ 9%	→ 15%
Math	4	MPE	Two or More	5	20%	26%	6%	5	→ 20%	↓ -6%	→ 0%
Math	4	MPE	Eco. Dis.	67	40%	42%	2%	66	→ 15%	↓ -27%	↓ -25%
Math	4	MPE	LEP Current	45	24%	26%	2%	47	→ 6%	↓ -20%	↓ -18%
Math	4	MPE	SPED	15	7%	26%	19%	14	→ 7%	↓ -19%	→ 0%
Math	5	MPE	All	109	11%	13%	2%	122	↑ 29%	→ 16%	→ 18%
Math	5	MPE	Hispanic	65	11%	13%	2%	68	↑ 35%	→ 22%	→ 24%
Math	5	MPE	Asian	4	--	--	--	5	↑ 40%	--	--
Math	5	MPE	African Am.	10	0%	11%	11%	12	→ 17%	→ 6%	→ 17%
Math	5	MPE	White	26	15%	17%	2%	31	→ 23%	→ 6%	→ 8%
Math	5	MPE	Two or More	4	--	--	--	5	→ 0%	--	--
Math	5	MPE	Eco. Dis.	60	8%	11%	3%	67	→ 24%	→ 13%	→ 16%
Math	5	MPE	LEP Current	34	6%	11%	5%	26	→ 12%	→ 1%	→ 6%
Math	5	MPE	SPED	11	0%	11%	11%	13	→ 8%	→ -3%	→ 8%

Content	Grade	Campus	Student Group	Tested 2017	2017 Masters	2018 Masters Incremental Growth Target	% Growth Needed	Tested 2018	2018 Masters	Difference from 2018 Target	Difference from Previous Year
Writing	4	MPE	All	137	13%	15%	2%	119	→ 13%	→ -2%	→ 0%
Writing	4	MPE	Hispanic	79	16%	18%	2%	68	↑ 28%	→ 10%	→ 12%
Writing	4	MPE	Asian	6	17%	19%	2%	5	→ 20%	→ 1%	→ 3%
Writing	4	MPE	African Am.	10	0%	13%	13%	10	→ 20%	→ 7%	→ 20%
Writing	4	MPE	White	36	8%	13%	5%	31	→ 16%	→ 3%	→ 8%
Writing	4	MPE	Two or More	5	20%	22%	2%	5	→ 0%	↓ -22%	↓ -20%
Writing	4	MPE	Eco. Dis.	71	7%	13%	6%	67	→ 10%	→ -3%	→ 3%
Writing	4	MPE	LEP Current	44	16%	18%	2%	48	→ 10%	↓ -8%	↓ -6%
Writing	4	MPE	SPED	16	0%	13%	13%	14	→ 0%	↓ -13%	→ 0%
Science	5	MPE	All	111	8%	10%	2%	120	→ 21%	→ 11%	→ 13%
Science	5	MPE	Hispanic	65	9%	11%	2%	68	→ 19%	→ 8%	→ 10%
Science	5	MPE	Asian	4	--	--	--	5	↑ 40%	--	--
Science	5	MPE	African Am.	10	0%	8%	8%	12	→ 0%	↓ -8%	→ 0%
Science	5	MPE	White	28	11%	13%	2%	31	↑ 26%	→ 13%	→ 15%
Science	5	MPE	Two or More	4	--	--	--	5	→ 20%	--	--
Science	5	MPE	Eco. Dis.	69	4%	8%	4%	66	→ 11%	→ 3%	→ 7%
Science	5	MPE	LEP Current	36	8%	10%	2%	26	→ 0%	↓ -10%	↓ -8%
Science	5	MPE	SPED	11	9%	11%	2%	11	→ 9%	→ -2%	→ 0%

Grade	STAAR Subject	Max Raw Score 2017 (# of Test Items)	Approaches Raw Score	Approaches % of Score Points	Meets Raw Score	Meets % of Score Points	Masters Raw Score	Masters % of Score Points	%@Approaches Target	%@Meets Target	%@Masters Target	Actual %@Approaches
3rd Grade	Reading	34	20	59%	27	79%	30	88%	89%	58%	35%	84%
3rd Grade	Math	32	19	59%	25	78%	30	94%	89%	51%	26%	85%
4th Grade	Reading	36	22	61%	29	81%	32	89%	75%	52%	29%	87%
4th Grade	Math	34	19	56%	26	76%	29	85%	82%	45%	28%	86%
4th Grade	Writing	32	19	59%	23	72%	27	84%	70%	36%	15%	73%
5th Grade	Reading	38	24	63%	30	79%	34	89%	79%	47%	24%	83%
5th Grade	Math	36	20	56%	27	75%	32	89%	72%	35%	13%	89%
5th Grade	Science	36	24	67%	30	83%	34	94%	72%	33%	10%	76%



MPE Campus Goals

Difference	Actual %@Meets	Difference	Actual % @Masters	Difference
-5%	52%	-6%	27%	-8%
-4%	46%	-5%	22%	-4%
12%	61%	9%	35%	6%
4%	48%	3%	21%	-7%
3%	45%	9%	11%	-4%
4%	58%	11%	30%	6%
17%	55%	20%	27%	14%
4%	45%	12%	21%	11%