

Katy Independent School District
Memorial Parkway Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: B



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

To be the best school in the land!

Value Statement

At MPE, we are PAWSitive Panthers because we are:

Kind

Safe

Respectful

Responsible

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	17
Goal 2: Katy ISD will develop purposeful, effective assessments that inspire and inform students and educators toward continuous improvement.	26
Goal 3: Katy ISD will actively support the emotional well-being of all learners.	27
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.	29
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.	31
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.	32
Goal 7: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.	34
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.	35
Comprehensive Support Strategies	36
State Compensatory	37
Personnel for Memorial Parkway Elementary:	37
Title I Schoolwide Elements	38
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	38
1.1: Comprehensive Needs Assessment	38
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	38
2.1: Campus Improvement Plan developed with appropriate stakeholders	38
2.2: Regular monitoring and revision	38
2.3: Available to parents and community in an understandable format and language	38
2.4: Opportunities for all children to meet State standards	38

2.5: Increased learning time and well-rounded education	39
2.6: Address needs of all students, particularly at-risk	39
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	39
3.1: Develop and distribute Parent and Family Engagement Policy	39
3.2: Offer flexible number of parent involvement meetings	43
Title I Personnel	45
District Funding Summary	46
Addendums	48

Comprehensive Needs Assessment

Revised/Approved: September 26, 2019

Demographics

Demographics Summary

Memorial Parkway Elementary is an early childhood through 5th grade Bilingual and Two Way Immersion, Title I campus in Katy ISD. The campus currently houses two Early Childhood Special Education (ECSE) programs for 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-America, 6.20%, American Indian, 0.10%, Asian, 3.50%, Hispanic, 70.10%, Two or More Races, 3.20%, White, 17.00%. The special populations consist of the following: Economically Disadvantaged, 68.9%, Special Ed, 16.44%, ESL, 6.92%, Bilingual, 52.38%, Limited English Proficient, 53.5%, GT, 2.38 %. The campus enrollment has been slightly growing for the last three years: 2017-830, 2018-851, and 2019-921 students. Our bilingual and economically disadvantaged population have continued to increase slightly over the past three 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, ECSE)
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 ethincities 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 2019, 49% 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.

Problem Statement 2: In 2019, 44% 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.

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 2018-2019, Memorial Parkway Elementary has received the "Met Standard" overall rating and received a scaled score of an "80" and a "B" 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 2019 overall STAAR Results (Accountability Students) are listed below for each test:

2019	% Approaches	% Meets	% Masters
Reading	84%	53%	28%
Math	81%	44%	23%
Writing	74%	35%	7%
Science	79%	54%	18%

Student Academic Achievement Strengths

STAAR Tests	2017	2018	2019
Approaches			
Reading	80%	87%	84%
Math	84%	87%	81%
Writing	64%	75%	74%
Science	69%	76%	79%
Meets			
Reading	54%	59%	53%
Math	44%	51%	44%
Writing	33%	49%	35%
Science	32%	45%	54%
Masters			
Reading	28%	34%	28%
Math	23%	24%	23%
Writing	11%	15%	7%
Science	8%	21%	18%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2019, MPE did not meet three of the six "Closing the Gaps-Math Achievement" targets. **Root Cause:** Teachers and staff need additional professional development on how to help every student academic success in mathematics.

Problem Statement 2: In 2019, MPE did not meet two of the nine "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 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 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. The staff members receive special treats throughout the year 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. Teachers and staff are rewarded with PBIS Rewards and are able to use points earned to purchase various items from the campus school store.

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
- Teachers are able to earn points for supporting school and campus procedures and exchange points with tangible rewards from the campus school store

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 fifth 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, kind, respectful and responsible learning experience for every student. 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 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.
- Students are able to earn PBIS Rewards points to redeem for prizes as an incentives for meeting campus PBIS core values Safe, Kind, Responsible, and Respectful behavioral expectations.
- Teachers are able to earn points to be used towards prizes as incentives for supporting campus Safe, Kind, Responsible, and Respectful adult 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 2019, 49% of MPE Special Education students did not meet the approaches level on the STAAR math assessment

Root Cause 1: Teachers and staff need additional professional development on how to meet the individual needs of every student.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 2019, 44% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment

Root Cause 2: Teachers and staff need additional professional development on how to meet the individual needs of every student.

Problem Statement 2 Areas: Demographics

Problem Statement 4: At MPE, the administration needs to work on continuing to develop teacher leaders by providing them with leadership opportunities.

Root Cause 4: Teachers need opportunities to grow their leadership skills by being able to participate in leadership programs on campus.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: In 2019, MPE did not meet three of the six "Closing the Gaps-Math Achievement" targets.

Root Cause 5: Teachers and staff need additional professional development on how to help every student academic success in mathematics.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: In 2019, MPE did not meet two of the nine "Closing the Gaps-Student Success Status" indicators.

Root Cause 6: Teachers and staff need additional professional development on how to ensure all students meet the student success status goals.

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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





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

Performance Objective 1: By June 2020, 50% of MPE students will score at the STAAR Meets Performance Level category on STAAR Reading.

Evaluation Data Source(s) 1: 2020 STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading, TEKS.	2.5	Administration Instructional Coaches	The expected impact will be an increase in reading STAAR scores for the 2019 school year.				
	Funding Sources: 211 - Title I Part A - 6401.05						
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.		ELA Instructional Coach	Increase in 2019 reading STAAR scores				
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.		Admin Team Instructional Coaches	Increase in 2019 STAAR Reading scores.				
	Funding Sources: 211 - Title I Part A - 4000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.	2.6	Principal Instructional Coach	Increase in 2019 STAAR scores.				
	Funding Sources: 211 - Title I Part A - 199320.00						
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 - 3000.00						
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.				
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.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: By June 2020, 80% of MPE students will score at the STAAR Masters Performance Level category on STAAR Writing.

Evaluation Data Source(s) 2: 2020 STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required writing TEKS.		Administration Instructional Coaches	Increase in 2019 STAAR Writing scores.				
Funding Sources: 211 - Title I Part A - 1750.00							
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.		Admin Team Instructional Coaches	Increase in 2019 STAAR Writing scores.				
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.	2.4, 2.5, 2.6	Administration Instructional Coach	Increase in 2019 STAAR Writing scores.				

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

Performance Objective 3: By June 2020, 50% of MPE students will score at the STAAR Meets Performance Level category on STAAR Science.

Evaluation Data Source(s) 3: 2020 STAAR Results

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		Instructional Coach Science Academic Support Teacher	Increase in 2019 Science STAAR scores.				
	Funding Sources: 211 - Title I Part A - 1240.00						
2) Provide students with opportunities to participate in science related field trips.		Instructional Coach Science Academic Support Teacher	Increase in 2019 Science STAAR scores.				
	Funding Sources: 211 - Title I Part A - 300.00						
3) To meet the needs of students currently not meeting state expectations in science, we will utilize Title One funds and State Compensatory Education funds to employ a science specialist who can work with students in the science lab.	2.6	Principal Instructional Coach	Increase in 2019 Science STAAR scores.				
	Funding Sources: 211 - Title I Part A - 0.00						

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

Performance Objective 4: By June 2020, 50% of MPE students will score at the STAAR Meets Performance Level category on STAAR Math.

Evaluation Data Source(s) 4: 2020 STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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				
	Funding Sources: 211 - Title I Part A - 3108.25						
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 - 2400.00						
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.	2.6	Principal Instructional Coach	Increase in 2019 STAAR Math scores.				
	Funding Sources: 211 - Title I Part A - 0.00						
							


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

Performance Objective 5: MPE will meet all of the 2020 Closing the Gaps math academic achievement targets.


Evaluation Data Source(s) 5: 2020 TEA Accountability Reports

Summative Evaluation 5:

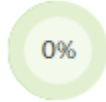
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will utilize the small group instructional model to help students close gaps in their learning.	2.6	Administration	Increase in the number of achievement of math 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 2020 Closing the Gaps student success state achievement targets.

Evaluation Data Source(s) 6: 2020 TEA Accountability Reports

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.	2.6	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.				
<p>TEA Priorities Improve low-performing schools</p> <p>4) Campus Leadership team will continue to explore research based professional development opportunities to help campus achieve accountability targets.</p>		Administration	Improved academic success				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 4500.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: In 2019, 49% of MPE Special Education students did not meet the approaches level on the STAAR math assessment Root Cause 1: Teachers and staff need additional professional development on how to meet the individual needs of every student.</p>
<p>Problem Statement 2: In 2019, 44% of MPE Special Education students did not meet the approaches level on the STAAR reading assessment Root Cause 2: Teachers and staff need additional professional development on how to meet the individual needs of every student.</p>

Student Academic Achievement

Problem Statement 1: In 2019, MPE did not meet three of the six "Closing the Gaps-Math Achievement" targets. **Root Cause 1:** Teachers and staff need additional professional development on how to help every student academic success in mathematics.

Problem Statement 2: In 2019, MPE did not meet two of the nine "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 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.	2.6	Principal Instructional Coaches	Increase in number of students scoring in approaches, meets and masters performance categories.				
3) Students who aspire to be leaders will have an opportunity to participate in a Principal Advisory Board.		Principal	Students will have a great voice in the mission and vision of the campus.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

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 all 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
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.		Admin Instructional Coaches	Improved student learning as evidenced in SLO final results.				
Funding Sources: 211 - Title I Part A - 11000.00							

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
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.		Administration	Reduction of disciplinary incidents.				
Funding Sources: 211 - Title I Part A - 3500.00, 461 - Campus Activity Fund - 3500.00							
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.		Administration	Reduction of disciplinary incidents.				
3) Improve student behavior by providing staff with CHAMPS training and required materials.		Admin	Decrease in Discipline Referrals, Improved school climate, number of teachers and staff utilizing CHAMPS structures in classrooms.				
							



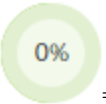

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: The MPE New Teacher Academy will provide on-going support, professional learning, and mentoring to all teachers new to the campus for their first two years.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.				
2) The administration will attend local area job fairs to recruit highly qualified teachers.		Administration	Increase the quality of teacher new hires.				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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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 create a leadership cohort for those who aspire to advancing their careers in the next 3-5 years.

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					
Funding Sources: 211 - Title I Part A - 3900.00							
2) A Leadership Cohort will be created to provide teachers with an opportunity to build and develop their leadership skills.		Administrative Team	Increased number of teacher leaders.				

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
1) Every year, MPE will continue to purchase additional technology devices to work towards the one-to-one technology initiative.		Administration Librarian	Increased number of technology devices on campus.				
Funding Sources: 211 - Title I Part A - 10000.00							
2) Teachers will be provided professional development opportunities in the use of various technology software applications.		Classroom Designer Instructional Coaches	Increased use of technology applications in the classrooms.				
							

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
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..		Admin AP PTA Board	Volunteer rosters				
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.		VIPS Administrator/Staff Representative	Increase number of parent volunteers on campus				
3) Provide opportunities for campus volunteers to attend professional development opportunities such as the parental involvement conferences conducted in Texas.		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
1) Conduct Math and Literacy and STEAM night which allows parents the opportunity to interact actively with students while learning the curriculum.	3.1, 3.2	Admin Instructional coaches	Increase in number of parents attending school events.				
Funding Sources: 211 - Title I Part A - 2000.00							
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.				
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.	3.1, 3.2	Specials Team Leader Run, Deed, and Read Sponsor	Increase in number of parents attending school events.				
4) Provide curriculum nights to help parents learn more about how to help students at home.	3.1, 3.2	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-Reading	1
Osuna, Silvia	Teacher	Academic Support - Math Bilingual	1
Ungaro, Maria	Teacher	Academic Support - Reading	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA is revised throughout the previous school year based on feedback from the Campus Advisory Team, Instructional Leadership Team, and the Team Leader Committee. Changes are inputted over the summer, and the final plan is updated in August of the next school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

We include parents, community members, district staff, principals, teachers, and business partners in the development of the Campus Improvement plan.

2.2: Regular monitoring and revision

The CNA is revised throughout the year based on feedback from the Campus Advisory Team, Instructional Leadership Team, and the Team Leader Committee as necessary based on student needs to ensure all students are provided opportunities to meet academic standards.

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

We provide the CIP in English and Spanish. We post the CIP on our campus website. We also copies in both language at the front office for parents and community members to request.

2.4: Opportunities for all children to meet State standards

Reading & writing workshop, math workshop, Panther Learning Academy, Extended Learning Time, academic support push in and pull out interventions.

2.5: Increased learning time and well-rounded education

We have restructured our daily schedule to provide uninterrupted blocks of time for dedicated instruction in math and reading.

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

We address the needs of all students by constantly collecting data through teacher observations, running records, assessments, and student work. We monitor our At-Risk students through our Response to Intervention program. We utilize 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 RTI students as well as provide data to specialized teams in the event of additional assessments and evaluations.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Memorial Parkway Elementary

Parent and Family Engagement Policy

2019-2020

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 statement at MPE is “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.” We are 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.

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.

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 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 (August 12, 2019 from 5:30-7:00 p.m) – 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 (Week of August 20-27, 2019) – 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.

-Grandparents Week (September 9-13, 2019) -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.

-Open House/Title 1 Orientation (September 24, 2019 from 5:00-7:00 p.m) –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) and observe their displayed work. Information will also be provided in English and Spanish on our Title 1 program. This is a very fun event for all!

-Father and Daughter Dance (October 1, 2019 from 6:00-9:00 p.m) – 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.

-Health/Fitness Night (October 17, 2019 from 6:00-7:00 p.m) – 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!

-Math and Literacy Night (November 14, 2019 from 5:30-7:00 p.m) – Parents and students are welcome to participate in fun, engaging math and reading activities in their grade level classrooms. Parents will also be able to learn how to use manipulatives and do hands-on math and reading activities at home.

-Breakfast with Santa (December 7, 2019 from 9:00-12:00 p.m) – 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.

-Class Parties (December 20, 2019 and March 5th or 6th, 2019) – 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!

-STEAM Night (February 27, 2020 from 5:30-7:00 p.m) – Students and parents are welcome to participate in fun and engaging science and math activities and hands on experiments. This is a fun event that you don’t want to miss!

-Mother/Son Tea (March 7, 2020 from 4:00-4:30 p.m) – This event, hosted by the PTA, allows mothers to spend some quality time with their sons. Come check it out!

-Carnival (April 3, 2020 from 4:30-9:00 p.m) – 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.

-Field Day (April 17, 2020 during school hours) – Students will participate in various engaging physical activities/stations including relays, team building exercises, and games.

-2nd Grade Music Program (April 21, 2020 from 6:30-7:00) – The 2nd grade musical is a time for your 2nd grader to show off their musical abilities! Be on the lookout for newsletters and reminders so that you don’t miss this great event!

-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 (TBA)–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: September 12th, December 12th, March 26th, and May 7th. 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.

-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, 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. Watch for upcoming newsletters for information on school wide and grade level events.

-CAT team (Campus Advisory Team) (September 30th, October 29th, February 4th, and March 31st in the afternoons after school) – 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 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.

-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.

-Parent Update-Parent updates will be sent out on a weekly basis via 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, Facebook, and Instagram 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 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.

3.2: Offer flexible number of parent involvement meetings

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

- Meet the Teacher- August 12th, 2019 @ 5:30-7 pm
- Curriculum Orientation Nights:
 - August 20, 2019 PPCD @ 5:00-6:00 pm
 - August 20, 2019 PreK & K @ 5:00-6:00 pm
 - August 20, 2019 First Grade @ 6:00-7:00 pm
 - August 22, 2019 Second Grade @ 5:00-6:00 pm
 - August 22, 2019 Fourth Grade @ 6:00-7:00 pm
 - August 27, 2019 Third Grade @ 5:00-6:00 pm
 - August 27, 2019 Fifth Grade @ 6:00-7:00 pm
- Open House- September 24, 2019 @ 5:00-7:00 pm
- Health and Fitness Night- October 17, 2019 @ 6:00-7:00 pm
- Math and Literacy Curriculum Night-November 14, 2019- 5:30-7:00 pm
- Book Fair, November 18th-22nd
- S.T.E.A.M. (Science, Technology, Engineering, Art, and Math) Night-February 27, 2020, 5:30-7:00 pm
- 2nd grade Musical-April 21, 2020 @6:30-7:00 pm

Title I Personnel

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

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Certified subs or retired teachers		\$3,000.00
Sub-Total					\$3,000.00
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	\$5,351.05
1	1	1	Software Subscriptions	211-11-6396-800-104-30-804-21110	\$1,050.00
1	1	3	Meredith Alvaro Presentation on October 16, 2019. Cost has been split with another campus to reduce cost to campus.	211-13-6415-800-104-30-804-21119	\$4,000.00
1	1	4	Title I Teachers		\$199,320.00
1	2	1	Core subject area instructional materials	211-11-6329-800-104-30-804-21119	\$1,750.00
1	3	1	Science Supplies	211-11-6399-800-104-30-804-21119	\$1,000.00
1	3	1	Science Reading Materials	211-11-6329-800-104-30-804-21119	\$240.00
1	3	2	STEAM Center Field Trip	211-11-6494-800-104-30-804-21119	\$300.00
1	3	3	Science Academic Support Teacher		\$0.00
1	4	1	Core subject area instructional materials	211-11-6329-800-104-30-804-21119	\$2,058.25
1	4	1	Software Subscriptions	211-11-6396-800-104-30-804-21119	\$1,050.00
1	4	2	CAMT Conference Registration	211-13-6414-800-104-30-804-21119	\$740.00
1	4	2	CAMT Conference Room and Board	211-13-6415-800-104-30-804-21119	\$1,660.00
1	4	3	Academic Support Teachers		\$0.00
1	6	4	Conference Registration	211-23-6414-800-104-30-804-21119	\$900.00
1	6	4	Room and Board for Conference	211-23-6415-800-104-30-804-21119	\$3,000.00
1	6	4	Mileage for Conference	211-23-6416-800-104-30-804-21119	\$600.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Capturing Kids Hearts	211-13-6414-800-104-30-804-21119	\$10,000.00
3	1	1	Employee Mileage for Capturing Kids Hearts	211-13-6416-800-104-30-804-21119	\$1,000.00
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		\$1,000.00
4	2	1	Conference Registration		\$900.00
4	2	1	Conference Travel Costs		\$2,000.00
5	2	1	Additional technology devices to expand the 1 to 1 initiative	211-11-6397-800-104-30-804-21119	\$10,000.00
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	\$1,000.00
6	2	1	Supplies for hands-on materials	211-61-6399-800-104-30-804-21119	\$1,000.00
6	2	4	Other Operating Costs (Snacks for Families)	211-61-6499-800-804-21119	\$500.00
Sub-Total					\$256,429.30
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Student Rewards		\$3,500.00
Sub-Total					\$3,500.00
Grand Total					\$262,929.30

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MEMORIAL PARKWAY EL (101914104) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		77	C
STAAR Performance	50	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 54.2%)	50	79	C
Closing the Gaps	87	82	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned