# Katy Independent School District

# Memorial Parkway Elementary

# 2025-2026 Campus Improvement Plan

# Mission Statement

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

# Vision

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

# Value Statement

**At MPE, we are:**

**givers**

**friendly**

**courageous**

**dreamers**

**uplifting**

**kind**

**united**

**successful**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

**The first CNA meeting was held on March 26th, 2025 at the MPE library @ 10am.** The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders:Talya Robertson, Johana Montoya
- classroom teachers: Marissa Pappas, Michael Torres
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Brent McKulmurry and Jennifer Rosso
- business/community partners: Marietta Alexander, Jessica Lopez
- specialized instructional support: April Richardson, Rachel Lester
- district representatives: Sayda Chapa and Ashley Muzny ( provided feedback virtually)

The committee talked about the CNA process and picked out the following data to consider at the next meeting: Enrollment, Special Programs and Population, At-Risk enrollment ,Attendance, Ethnicity, Mobility/Stability Rates, STAAR Data , TELPAS Data, Campus Assessment Data, MTSS descriptions and success data, Discipline Data

**The second CNA meeting was held on April 29th, 2025 at the MPE LGI @ 10am** The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders:Talya Robertson, Johana Montoya
- classroom teachers: Marissa Pappas, Michael Torres
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Brent McKulmurry, Jennifer Rosso
- business/community partners: Jessica Lopez, Marietta Alexander
- specialized instructional support: April Richardson, Rachel Lester
- district representatives: Sayda Chapa and Ashley Muzny ( provided feedback virtually)

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

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

1. Demographics:

Problem Statement: MPE staff lack the expert-level skills necessary to effectively meet the emotional and behavioral needs of a diverse student population, which includes a high percentage of bilingual, economically disadvantaged, and at-risk students.

Root Cause: Prevalent behavior issues during the school day are linked to students' lack of core social and learning readiness skills. Staff would benefit from targeted professional development and consistent, campus-wide behavior expectations and supports led by administration.

2.Student Learning:

Problem Statement: In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2024-2025 school year; however, these areas continue to be a focused area of need.

Root Cause: Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students.

3.Perceptions:

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

Root Cause: Despite offering many Title I events and tutoring opportunities, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population, and limited two-way communication that fosters deeper engagement.

# Demographics

**Demographics Summary**

Memorial Parkway Elementary is an early childhood through 5th grade Bilingual, Title I campus in Katy ISD. The campus currently houses Early Childhood Special Education (ECSE), Young Children with Autism Program (YCAP), and Autism Support and Intervention Program (ASIP) children with disabilities. Memorial Parkway Elementary is also home to the West-10 Regional Day School Program for the Deaf. Our ethnic population consists of the following: African-American, 6.19%, American Indian, 0.13%, Asian, 2.96%, Hispanic, 76.04%, Two or More Races, 2.56%, White, 12.11%. The special populations consist of the following: Economically Disadvantaged, 79.68%, Special Ed, 34.59%, Bilingual,58.14%, ESL 6.86%, GT, 1.88%. The campus enrollment has been slightly growing for the last few years: 2017-830, 2018-851, 2019-921, 2020-921 students; however, in 2021, our student population dropped to 850 students. In May 2022, enrollment was up to 983. At the end of May 2023, enrollment was slightly lower at 955. Our enrollment for the 2023-2024 school year grew to 1,006. For the 2024-2025 school year, bilingual students West of Mason Rd. returned to their home campus, West Memorial Elementary. Our bilingual and economically disadvantaged population have continued to increase slightly over the past five years. Last year our enrollment ended at 740 students.

During the 2024-2025 school year, the MPE Campus Advisory Team (CAT) met on September 24, 2024, November 20, 2024, March 26th, 2025, April 29, 2025, May 14th ,2025 to review the Campus Improvement Plan and develop the Campus Needs Assessment. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The CAT members met for a final time on May 14th, 2025, to give review the reservation of funds and provide input for the 2024-2025 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed by the campus advisory team/CNA committee on the following dates:

- October 8th, 2025
- December 3rd, 2025
- March 25th, 2026
- April 22, 2026
- May 13th ,2026

**Demographics Strengths**

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

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

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** MPE staff lack the expert-level skills necessary to effectively meet the emotional and behavioral needs of a diverse student population, which

includes a high percentage of bilingual, economically disadvantaged, and at-risk students.
**Root Cause:** Prevalent behavior issues during the school day are linked to students' lack of core social and learning readiness skills. Staff would benefit from targeted professional development and consistent, campus-wide behavior expectations and supports led by administration.

# Student Learning

### Student Learning Summary

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

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2024-2025 Memorial Parkway Elementary has received a B rating of an 85. In addition, we received the following Distinction Designations: Academic Achievement in Science, Top 25% comparative academic growth, Postsecondary Readiness, and Top 25% Comparative in closing the gaps.

| Overall 3rd-5th Grade Math | | | |
|---|---|---|---|
| **Performance Lvl** | **# of Students** | **Total Students** | **Percentage %** |
| **DNM** | 118 | 347 | 34 |
| **Approaches** | 96 | 347 | 28 |
| **Meets** | 71 | 347 | 20 |
| **Masters** | 62 | 347 | 18 |
| **Total Passing** | 229 | 347 | **66** |

| Overall 3rd-5th Grade ELAR | | | |
|---|---|---|---|
| **Performance Lvl** | **# of Students** | **Total Students** | **Percentage %** |
| **DNM** | 74 | 347 | 21 |
| **Approaches** | 111 | 347 | 32 |
| **Meets** | 101 | 347 | 29 |
| **Masters** | 61 | 347 | 18 |
| **Total Passing** | 273 | 347 | **79** |

| 5th Grade Science | | | |
|---|---|---|---|
| **Performance Lvl** | **# of Students** | **Total 5th graders** | **Percentage %** |

| 5th Grade Science | | | |
|---|---|---|---|
| **DNM** | 50 | 129 | 39 |
| **Approaches** | 48 | 129 | 37 |
| **Meets** | 24 | 129 | 19 |
| **Masters** | 7 | 129 | 5 |
| **Total Passing** | 79 | 129 | **61** |

**Student Learning Strengths**

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

| | | | | | |
|---|---|---|---|---|---|
| STAAR Tests | 2021 | 2022 | 2023 | 2024 | 2025 |
| Approaches | | | | | |
| Reading | 79% | 82% | 78% | 60% | 66% |
| Math | 70% | 78% | 74% | 69% | 79% |
| Science | 70% | 65% | 60% | 40% | 61% |
| | | | | | |
| Meets | | | | | |
| Reading | 50 | 57% | 48% | 41% | 29% |
| Math | 36 | 44% | 40% | 33% | 20% |
| Science | 29 | 22% | 28% | 15% | 19% |
| | | | | | |
| Masters | | | | | |
| Reading | 29% | 37% | 15% | 11% | 18% |
| Math | 19% | 21% | 15% | 11% | 18% |
| Science | 13% | 26% | 10% | 9% | 5% |

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2023-2024 school year; however, these areas continue to be a focused area of need.
**Root Cause:** Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students.

# School Processes & Programs

### School Processes & Programs Summary

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

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

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

### School Processes & Programs Strengths

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

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

# Perceptions

**Perceptions Summary**

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

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

Components of PBIS include:

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

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

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

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

The houses and colors at Memorial Parkway Elementary:

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

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

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

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

**Perceptions Strengths**

Memorial Parkway Elementary School celebrates these strengths:

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

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** At MPE, parental involvement has decreased over the past 10 years.
**Root Cause:** Despite offering many Title I events and tutoring opportunities, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population, and limited two-way communication that fosters deeper engagement.

# Priority Problem Statements

**Problem Statement 1**: In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2023-2024 school year; however, these areas continue to be a focused area of need.

**Root Cause 1**: Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: MPE staff lack the expert-level skills necessary to effectively meet the emotional and behavioral needs of a diverse student population, which includes a high percentage of bilingual, economically disadvantaged, and at-risk students.

**Root Cause 2**: Prevalent behavior issues during the school day are linked to students' lack of core social and learning readiness skills. Staff would benefit from targeted professional development and consistent, campus-wide behavior expectations and supports led by administration.

**Problem Statement 2 Areas**: Demographics

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

**Root Cause 3**: Despite offering many Title I events and tutoring opportunities, parent involvement remains low due to scheduling barriers for working families, language/ accessibility challenges for our bilingual population, and limited two-way communication that fosters deeper engagement.

**Problem Statement 3 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

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

**Student Data: Assessments**

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

# Goals

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** At Memorial Parkway Elementary 90% of content and specialty teachers will increase at least one level on the campus blueprint monitoring tool which will close gaps in three content areas (ELAR, Math, Science) among all student and the defined state and federal targets by May 2026.

**High Priority**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** Staff will be provided training and staff development in classroom and instructional expectations by August 30th,2025 to support school improvement and learning for all students. Throughout the year teachers will be provided additional training to supprt their needs based on walkthrough data and feedback.<br>**Strategy's Expected Result/Impact:** increase strategies and knowledge of content - increased student achievement<br>**Staff Responsible for Monitoring:** instructional admin: IC,APs, Instructional Coordinator, Principal<br><br>**Title I:**<br>2.51<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Professional Development - Employee Registration - 211 - Title I Part A - $1,317 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** Administrative Team will monitor effective instruction by reviewing lesson plans focusing on high leverage practices through the school year to support school improvement.<br>**Strategy's Expected Result/Impact:** Increase in student achievement, increase in teacher capacity<br>**Staff Responsible for Monitoring:** instructional admin: ICs, APs, Instructional Coordinator, Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 3:** Administrators and ICs will monitor student data by student groups ( hispanic and black sup population) to attain a campus accountability rating of a B or A rating.<br>**Strategy's Expected Result/Impact:** Increased academic achievement by students, increased student growth rates, consistent implementation of small group instruction by teachers<br>**Staff Responsible for Monitoring:** Instructional Coach and Coordinator<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 4:** Instructional admin will conduct instructional walkthroughs per week using the blueprint/rubric. Teachers will receive a minimum of 2 walkthroughs per semester from the walkthrough forms. Teachers and instructional admin will review their data at weekly meetings. Teachers will be provided with immediate feedback when conducting their instructional walkthroughs. The instructional admin will meet with teachers that need additional coaching.<br>**Strategy's Expected Result/Impact:** increase strategies and knowledge of content - increased student achievement<br>**Staff Responsible for Monitoring:** instructional admin: ICs, APs, Instructional Coordinator, Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2023-2024 school year; however, these areas continue to be a focused area of need. **Root Cause**: Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students. |

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** HB3: The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Math will increase to 48% by July 2026.

**HB3 Goal**

**Evaluation Data Sources:** STAAR results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** SI: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in math, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions, and manipulatives.<br>**Strategy's Expected Result/Impact:** Strengthen our elementary programs and increase the percent of our students who reach the math Meets/Masters level.<br>Decrease the number of students with academic gaps.<br>Increase student growth.<br>**Staff Responsible for Monitoring:** Admininstration and Instructional Coach and Instructional Coordinator<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Professional Development - Employee Registration - 211 - Title I Part A - $1,317 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** Teachers, Instructional Coaches, and Administrators will add structure in the area of leading PDRs that create systems for effective collaborative planning, data analysis, and the development of reteach & enrichment plans.<br>The team will hold regular and data-focused meetings to make strategic, decisions on how to manage leadership duties including, but not limited to, observation/feedback cycles.<br>**Strategy's Expected Result/Impact:** Strengthen our elementary programs and increase the number of students that achieve growth in the state accountability target areas.<br>Decrease the number of students with academic gaps.<br>**Staff Responsible for Monitoring:** Administration<br>Instructional Coach<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 3:** To meet the needs of all students currently not meeting state expectations, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during small group, tutorials and summer learning.<br>**Strategy's Expected Result/Impact:** Increase in STAAR Results<br>**Staff Responsible for Monitoring:** Administration<br>Instructional Coach<br>Instructional Coordinator<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Instructional - Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - $349,088, Tutorials - 211 - Title I Part A - $2,500 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning |
| --- |
| **Problem Statement 1**: In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2023-2024 school year; however, these areas continue to be a focused area of need. **Root Cause**: Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students. |

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** HB3: The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Reading will increase to 57% by July 2026.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in reading, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.<br>Provide materials and targeted intervention resources to ensure the mastery and student growth of required Reading TEKS of all students including those at risk of not meeting the state academic standards.<br>**Strategy's Expected Result/Impact:** Increase STAAR results.<br>Decrease the number of students with academic gaps.<br>Increase student growth.<br>**Staff Responsible for Monitoring:** Administration<br>Instructional Coach<br>Instructional Coordinator<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** To meet the needs of all students currently not meeting state expectations, we will utilize Title One funds and State Compensatory Education funds to employ teacher specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, tutorials and summer learning.<br>**Strategy's Expected Result/Impact:** Increase in STAAR scores.<br>**Staff Responsible for Monitoring:** Administration<br>Instructional Coaches<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Instructional - Extra Duty Pay Professional (supplemental positions) - 211 - Title I Part A - $2,500 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2023-2024 school year; however, these areas continue to be a focused area of need. **Root Cause**: Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students. |

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** The percent of Memorial Parkway Elementary students who achieve Meets and above in Science will increase to 31% by June 2026.

**Evaluation Data Sources:** STAAR Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** To improve Science performance for all students, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.) and the opportunity to participate in Science-related field trips.<br>**Strategy's Expected Result/Impact:** Increase in Science STAAR scores<br>**Staff Responsible for Monitoring:** Instructional Coach and Science AST<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in science, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.<br>**Strategy's Expected Result/Impact:** Increase STAAR Results<br>**Staff Responsible for Monitoring:** Administration, Instructional Coach and Coordinator<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.<br>**Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.<br>**Staff Responsible for Monitoring:** Administrators<br>Physical Education Teachers<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.<br>**Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.<br>**Staff Responsible for Monitoring:** Administration, Physical Education Teacher<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 6:** The daily average attendance of Memorial Parkway Elementary students will increase from 94% to 96% in the 2025-2026 school year.

**Evaluation Data Sources:** Attendance Rate

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** Create effective transition activities (PK to K and 5 to 6) and events to improve attendance, achievement, and retention among students<br>**Strategy's Expected Result/Impact:** improve attendance, achievement, and retention among students<br>**Staff Responsible for Monitoring:** PK/K/5th grade teachers<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** Incentivize student attendance to increase student growth.<br>**Strategy's Expected Result/Impact:** improve attendance, achievement, and retention among students.<br>**Staff Responsible for Monitoring:** ADA and Assistant Principals,Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

**Evaluation Data Sources:** Talent Ed requisitions, new hire credentials

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** The new teacher mentoring program will provide support to new teachers for the first two years of employment at MPE.<br>**Strategy's Expected Result/Impact:** Increase the retention rates at MPE.<br>Increase quality of instruction provided by new teachers.<br>**Staff Responsible for Monitoring:** New Teacher Liason<br>Principal and Assistant Principals<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** All emergent bilingual students (EBs) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade levels that address instruction that is sheltered and culturally responsive.<br>**Strategy's Expected Result/Impact:** Increase in TELPAS scores, exits from ESL program<br>Increase in academic performance of EL students, increased communication and social interaction between ELs and non-EL students<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Increase parental involvement on campus and number of volunteers by 30% to support campus programs.

**Evaluation Data Sources:** Number of parents in attendance at events

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** Increase communication between all stakeholders: campus, parents, community, etc. Recruit new volunteers and help increase home to school connection at campus events such as Meet the Teacher, Curriculum, Family Fitness, STREAM Nights and Mutli Culural Night. Retain returning volunteers through various appreciation projects such as treats at the sign-in desk, thank you cards, and bulletin board with volunteer of the months displayed. These will be communicated in weekly newsletter, printed flyers to go home and also sent out by blackboard communication to families through e-mail.<br>**Strategy's Expected Result/Impact:** Increase volunteers and parental involvement on campus Retain volunteers<br>**Staff Responsible for Monitoring:** Administration, PTA Board<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** PFE - General Supplies - 211 - Title I Part A - $100 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 1**: At MPE, parental involvement has decreased over the past 10 years. **Root Cause**: Despite offering many Title I events and tutoring opportunities, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population, and limited two-way communication that fosters deeper engagement. |

**Goal 3:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** Conduct STREAM , Multi Cultural Night, Children's Museum, and Curriculum night which allows parents the opportunity to interact actively with students while learning the curriculum. Communication will be distributed through the campus website and community SMORE as well as the weekly newsletter. The parent and family engagement plan as well as school parent compact will be posted on-line on school website and linked weekly in community newsletters.<br>**Strategy's Expected Result/Impact:** Increase in number of parents attending school events.<br>**Staff Responsible for Monitoring:** Instructional coach and Administration<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** PFE - Other Operating Expenses (snacks for parent meetings) - 211 - Title I Part A - $390, PFE - General Supplies - 211 - Title I Part A - $100, PFE- Other Contracted Services (contracts, non-licensed professionals) - 211 - Title I Part A - $2,850 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** Provide PK/K and 5th to 6th grade transition strategies including Kindergarten Orientation, Junior High orientation and promote Katy ISD PK/K Summer Program for identified students in ESOL/Bilingual.<br>**Strategy's Expected Result/Impact:** Increased number of parents attending the transition orientation<br>**Staff Responsible for Monitoring:** Kindergarten Team Leader<br>5th Grade Team Leader<br>Bilingual Team Leader<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Perceptions |
| --- |
| **Problem Statement 1**: At MPE, parental involvement has decreased over the past 10 years. **Root Cause**: Despite offering many Title I events and tutoring opportunities, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population, and limited two-way communication that fosters deeper engagement. |

**Goal 3:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Title III: Parent Engagement Event - Navigating TELPAS: A Parent's Guide to the English Language Assessment System. | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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

**Evaluation Data Sources:** principal dashboard

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 1:** MPE Staff will continue implementation of Positive Behavior Intervention and Supports through the use of an online platform that supports students and staff tracking of expectations. Clarify and amend school-wide expectations for common areas, and reward structures, including tangible and non-tangible incentives in order to support well rounded students.<br>**Strategy's Expected Result/Impact:** Reduction of disciplinary incidents.<br>**Staff Responsible for Monitoring:** Administration, PBIS Committee<br><br>**Title I:**<br>2.533<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1<br>**Funding Sources:** Instruction and General Supplies - 211 - Title I Part A - $100 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 2:** MPE will implement the Purposefull People social-emotional learning program during community circle time each morning specifically designed to develop character and social-emotional skills in students, staff, and families.<br>**Strategy's Expected Result/Impact:** Successfully meeting students and community social-emotional needs, Panther of the Month<br>**Staff Responsible for Monitoring:** Counselors<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 3:** MPE counselors will attend training and professional staff development on strategies and tools to use to develop character and social-emotional skills in students, staff, and families.<br>**Strategy's Expected Result/Impact:** successfully meeting students and community social-emotional needs<br>**Staff Responsible for Monitoring:** Counselors<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1<br>**Funding Sources:** Professional Development - Employee Registration - 211 - Title I Part A - $2,000, Professional Development - Employee Room and Board - 211 - Title I Part A - $2,000, Professional Development - Employee Mileage - 211 - Title I Part A - $300 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 4:** MPE Staff and students will utilize tiered levels of identification and intervention (i.e., SpeakUp, Bullying investigation procedures, threat assessment process, MTSS behavioral collaboratives, small group/individual counseling) to monitor, assist, and reduce the number of students who exhibit harmful behaviors toward selves and others. Campus leadership team will coordinate implementation of violence and bullying preventive strategies, consistent documentation, and individualized responses to match needs of the student/situation.<br>**Strategy's Expected Result/Impact:** Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations<br>**Staff Responsible for Monitoring:** Counselors<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Feb | Apr | June |
| **Strategy 5:** To foster a safe, supportive, and responsive school environment by integrating student feedback from the annual safety survey into the Campus Improvement Plan (CIP), as required by Senate Bill 2050.<br>**Strategy's Expected Result/Impact:** Students will report an increased sense of physical and emotional safety on campus, greater trust in adults to address concerns, and improved access to support systems, as measured by annual student safety survey results and follow-up feedback opportunities.<br>**Staff Responsible for Monitoring:** Principal, counselor, APs, counselors, teachers | | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 1**: MPE staff lack the expert-level skills necessary to effectively meet the emotional and behavioral needs of a diverse student population, which includes a high percentage of bilingual, economically disadvantaged, and at-risk students. **Root Cause**: Prevalent behavior issues during the school day are linked to students' lack of core social and learning readiness skills. Staff would benefit from targeted professional development and consistent, campus-wide behavior expectations and supports led by administration. |

# State Compensatory

## Budget for Memorial Parkway Elementary

**Total SCE Funds:** $0.00
**Total FTEs Funded by SCE:** 5
**Brief Description of SCE Services and/or Programs**

## Personnel for Memorial Parkway Elementary

| Name | Position | FTE |
|---|---|---|
| Elizabeth Blegan | Academic Support | 1 |
| Kelly Cartwright | Academic Supprt | 1 |
| Lizeth Elizondo | Bilingual Academic Support | 1 |
| Lorely Salas | Bilingual Academic Support | 1 |
| Marissa Pappas | Academic Support | 1 |

# Title I

# 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

## 1.1: Description of CNA Process

**The first CNA meeting was held on March 26th, 2025 at the MPE library @ 10am.** The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders:Talya Robertson, Johana Montoya
- classroom teachers: Marissa Pappas, Michael Torres
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Brent McKulmurry, Jennifer Rosso
- business/community partners: Marietta Alexander, Jessica Lopez
- specialized instructional support: April Richardson, Rachel Lester
- district representatives: Sayda Chapa and Ashley Muzny ( provided feedback virtually)

The committee talked about the CNA process and picked out the following data to consider at the next meeting: Enrollment, Special Programs and Population, At-Risk enrollment ,Attendance, Ethnicity, Mobility/Stability Rates,STAAR Data , TELPAS Data, Campus Assessment Data, MTSS descriptions and success data, Discipline Data

**The second CNA meeting was held on April 29th, 2025 at the MPE LGI @ 10am** The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders:Talya Robertson, Johana Montoya
- classroom teachers: Marissa Pappas, Michael Torres
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Brent McKulmurry, Jennifer Rosso
- business/community partners: Marietta Alexander, Jessica Lopez
- specialized instructional support: April Richardson, Rachel Lester
- district representatives: Sayda Chapa and Ashley Muzny ( provided feedback virtually)

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

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

1. Demographics:

Problem Statement: MPE staff lack the expert-level skills necessary to effectively meet the emotional and behavioral needs of a diverse student population, which includes a high percentage of bilingual, economically disadvantaged, and at-risk students.

Root Cause: Prevalent behavior issues during the school day are linked to students' lack of core social and learning readiness skills. Staff would benefit from targeted professional development and consistent, campus-wide behavior expectations and supports led by administration.

2.Student Learning:

Problem Statement: In the 2025 STAAR Math, Reading, and Science assessments, students across grade levels showed progress compared to the 2024-2025 school year; however, these areas continue to be a focused area of need.

Root Cause: Math, reading, and science scores remain areas of need because some student performance continues to fall below the district average. Administrators, teachers, and staff require additional resources, training, and support to effectively implement curriculum and differentiate instruction to meet the diverse needs of all students.

3.Perceptions:

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

Root Cause: Despite offering many Title I events and tutoring opportunities, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population, and limited two-way communication that fosters deeper engagement.

## 1.2: Location for Evidence of Multiple Meetings Held

- The CNA Meetings were held at Memorial Parkway Elementary on March 26th and April 29th in the LGI at 10am face to face.
- The meeting agenda, minutes and sign-in sheets are located in the Title I CRATE

# 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

## 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

During the 2024-2025 school year, the MPE Campus Advisory Team (CAT) met on September 24, 2024, November 20, 2024, March 26th, 2025, April 29, 2025, May 14th ,2025 to review the Campus Improvement Plan and related data. The Team was presented with discipline, attendance, and assessment data at every meeting. Team members were given multiple opportunities to review data and provide feedback on campus progress towards CIP goal, strategies, and action steps. The CAT members met for a final time on May 14th, 2025, to give review the reservation of funds and provide input for the 2024-2025 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed by the campus advisory team/CNA committee on the following dates:

- October 8th, 2025
- December 3rd, 2025
- March 25th, 2026
- April 22, 2026
- May 13th ,2026

The meeting agenda, minutes and sign-in sheets are located in the Title I CRATE.

## 2.2: Stakeholders 1114(b)(2)

- Principal: Nelly Vaccaro
- Other School Leaders:Talya Robertson, Johana Montoya
- classroom teachers: Marissa Pappas, Michael Torres
- paraprofessionals: Tess Hall, Emyle Rodriguez
- parents: Brent McKulmurry, Jennifer Rosso
- business/community partners: Marietta Alexander, Jessica Lopez
- specialized instructional support: April Richardson, Rachel Lester
- district representatives: Sayda Chapa and Ashley Muzny ( provided feedback virtually)
-

The sign-in sheets are located in the Title I CRATE.

## 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is offered in English and Spanish. You can locate it on the Katy ISD Memorial Parkway Elementary district website.

## 2.5: Statutorily Required Descriptions 1114(b)(7)(A)

At Memorial Parkway Elementary all strategies in which Title I funds are listed as a funding source has Title I Elements tied to it.

# 3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

## 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

At Memorial Parkway Elementary all notes are in the Formative Reviews (best practice) or at least semiannually for program effectiveness. All notes for annual evaluation of Schoolwide program plan are in the Summative Review. All documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with required Schoolwide program evaluation process. All Schoolwide program evaluation is included in the CNA process for next year.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| April Richardson | Counselor | Title 1 | 1 |
| Elizabeth Blegen | Academic Support Teacher | Title 1 | 1 |
| Hailey Burgower | Academic Support Teacher | Title 1 | 1 |
| Laura Mosquera | Bilingual Academic Support Teacher | Title 1 | 1 |

# Campus Funding Summary

| 211 - Title I Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Professional Development - Employee Registration | | $1,317.00 |
| 1 | 2 | 1 | Professional Development - Employee Registration | | $1,317.00 |
| 1 | 2 | 3 | Tutorials | | $2,500.00 |
| 1 | 2 | 3 | Instructional - Extra Duty Pay Professional (supplemental positions) | | $349,088.00 |
| 1 | 3 | 2 | Instructional - Extra Duty Pay Professional (supplemental positions) | | $2,500.00 |
| 3 | 1 | 1 | PFE - General Supplies | | $100.00 |
| 3 | 2 | 1 | PFE - Other Operating Expenses (snacks for parent meetings) | | $390.00 |
| 3 | 2 | 1 | PFE- Other Contracted Services (contracts, non-licensed professionals) | | $2,850.00 |
| 3 | 2 | 1 | PFE - General Supplies | | $100.00 |
| 4 | 1 | 1 | Instruction and General Supplies | | $100.00 |
| 4 | 1 | 3 | Professional Development - Employee Mileage | | $300.00 |
| 4 | 1 | 3 | Professional Development - Employee Registration | | $2,000.00 |
| 4 | 1 | 3 | Professional Development - Employee Room and Board | | $2,000.00 |
| | | | | **Sub-Total** | $364,562.00 |