

Katy Independent School District

Memorial Parkway Elementary

2026-2027 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

Memorial Parkway Elementary is a campus in Katy ISD that opened its doors in 1975. It is projected to serve 740 students in grades pre-K- 5th grades during the 2026-2027 school year.

The first CNA meeting was held on March 25th, 2025 at the MPE library @ 10am. The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders: Karina Hernandez Johana Montoya
- classroom teachers: Lizeth Elizondo, Michael Torres
- paraprofessionals: Eustacia Velasquez Emyle Rodriguez
- parents: Marietta Alexander and Jennifer Rosso
- business/community partners: Brent McKlemurry Jasmine Suttles
- specialized instructional support: April Richardson, Rachel Lester
- district administrators: Ashley Muzny and Chad Parsons

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 22nd, 2026 at the MPE LGI @ 10am The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders: Karina Hernandez Johana Montoya
- classroom teachers: Lizeth Elizondo, Michael Torres
- paraprofessionals: Eustacia Velasquez Emyle Rodriguez
- parents: Marietta Alexander and Jennifer Rosso
- business/community partners: Brent McKlemurry Jasmine Suttles
- specialized instructional support: April Richardson, Rachel Lester
- district administrators: Ashley Muzney and Chad Parsons

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: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness. Staff would benefit from ongoing professional development and consistent campus-wide practices to effectively support student needs.

Root Cause: Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

2.Student Learning:

Problem Statement:

Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support.

Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

3.Perceptions:

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

Root Cause:Despite offering many Title 1 events, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population and DHH families and limited two-way communication that fosters deep 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 %, American Indian, 0.13%, Asian, 3%, Hispanic, 74%, Two or More Races, 3%, White, 13%. The special populations consist of the following: Economically Disadvantaged, 78 %, Special Ed, 34 %, Bilingual 56%, ESL 10%, GT, 1.88%. The campus enrollment had 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 which enrollment decreased to 750. For the 2025-2026 school year enrollment was consistent at 744 students.

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, ASIP)
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 Districtwide 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): Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness.

Root Cause: Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

Student Learning

Student Learning Summary

TELPAS data: indicates that while students demonstrate increased English language proficiency as they progress through grade levels, the majority of Emergent Bilingual students remain at the Beginning and Intermediate proficiency levels. Campus-wide, 75% of students scored at these levels, highlighting a continued need for targeted language development supports. Kindergarten and 1st grade showed the greatest need, while grades 3–5 demonstrated stronger performance with an increasing percentage of students reaching Advanced and Advanced High proficiency. Continued focus on language-rich Tier 1 instruction, academic vocabulary, student discourse, and sheltered instructional strategies will be essential to accelerate language acquisition and improve outcomes for Emergent Bilingual students.

MAP Data: Spring 2026 MAP Math data indicates that Memorial Parkway Elementary students are performing above the national average, with an overall median percentile of 63rd percentile. Additionally, 52% of students scored at or above the 61st percentile, demonstrating strong overall achievement in mathematics. Grade levels showing the strongest performance were Grade 5 (79th percentile), Grade 2 (68th percentile), and Grade 1 (64th percentile). However, achievement gaps remain in Kindergarten (48th percentile), Grade 3 (54th percentile), and Grade 4 (55th percentile), where a higher percentage of students scored below the 40th percentile. While overall performance is a campus strength, continued focus on strengthening Tier 1 instruction, formative assessment practices, and targeted interventions for students performing below grade level will be necessary to increase achievement and ensure growth across all grade levels, particularly in Kindergarten, Grade 3, and Grade 4 mathematics.

STAAR DATA:

According to the Texas Education Agency Accountability Rating System, every school gets a "Met Standard" or "Improvement Required" rating. For the 2025-2026 Memorial Parkway Elementary has received a B rating of an 81. In addition, we received the following Distinction Designations: Academic Achievement in Science, Academic Achievement in Mathematics, Top 25% comparative academic growth, Postsecondary Readiness.

Our current STAAR Scores for the 25-26 school year indicate that:

Performance Lvl	Overall 3rd Grade Math by Testing Language						Overall 4th Grade Math by Testing Language						Overall 5th Grade Math by Testing Language						SI
	# of Students	Total 3rd graders	%	# of Students Span	Total Students Span	Span %	# of Students	Total 4th graders	%	# of Students Span	Total Students Span	% Span	# of Students Eng	Total Students Eng	% Eng	# of Students Span	Total Students Span	% Span	
DNM	33	76	43	8	15	53	40	101	40	5	7	71	16	102	16	1	6	17	
Approaches	19	76	25	6	15	40	20	101	20	1	7	14	29	102	28	4	6	67	
Meets	16	76	21	1	15	7	17	101	17	1	7	14	29	102	28	1	6	17	
Masters	8	76	11	0	15	0	24	101	24	0	7	0	28	102	27	0	6	0	
Total Passing	43	76	57	7	15	47	61	101	60	2	7	29	86	102	84	5	6	83	

MATH : Spring 2026 STAAR Mathematics results indicate strong performance in **5th Grade**, where approximately **57% of students achieved Meets Grade Level or Masters Grade Level**, demonstrating effective instruction and student readiness for middle school mathematics. **4th Grade** performance was moderate, with approximately **41% of students reaching Meets or Masters**, while **3rd Grade mathematics remains the campus's greatest area of need**, with **43% of students Did Not Meet Grade Level** and only **32% of students reaching Meets or Masters Grade Level**. Overall, the data suggests that students are experiencing increased success as they progress through the grade levels; however, foundational mathematical understanding and Tier 1 instructional practices in Grade 3 require targeted attention. The campus will prioritize strengthening TEKS-aligned instruction, formative assessment practices, data-driven intervention, and teacher professional learning to improve student achievement and close performance gaps, particularly in Grade 3 mathematics.

READING: Spring 2026 STAAR Reading Language Arts results indicate that **5th Grade demonstrated the strongest performance**, with approximately **57% of students achieving Meets Grade Level or Masters Grade Level**, reflecting strong reading comprehension and readiness for secondary literacy expectations. **4th Grade** showed moderate performance, with approximately **35% of students reaching Meets or Masters Grade Level**, while **3rd Grade remains the campus's greatest area of need**, with **45% of students Did Not Meet Grade Level** and only **39% of students achieving Meets or Masters Grade Level**. Overall, the data suggests that reading achievement improves as students progress through the grade levels; however, foundational literacy skills, reading comprehension, vocabulary development, and text analysis require continued focus, particularly in Grade 3. The campus will prioritize TEKS-aligned Tier 1 instruction, formative assessment practices, targeted intervention, and professional learning to strengthen literacy outcomes and increase student achievement across all grade levels.

Student Learning Strengths

Multiple data sources indicate that Memorial Parkway Elementary students are demonstrating strong academic achievement and growth across grade levels. **MAP Math** results show an overall campus median achievement at the **63rd percentile**, with more than half of students performing above the national average and particularly strong performance in Grades 1, 2, and 5. **STAAR Mathematics and Reading** results reveal that student achievement increases as students progress through the grade levels, with **5th Grade demonstrating the highest levels of performance**, as more than half of students achieved Meets Grade Level or Masters Grade Level standards in both content areas. Additionally, **TELPAS data indicates continued language acquisition growth**, with the percentage of students achieving Advanced and Advanced High proficiency increasing significantly in upper elementary grades. These results demonstrate the effectiveness of instructional practices, intervention systems, and language supports in promoting student growth and achievement. Overall, the campus's strengths include strong upper-grade academic performance, above-average mathematics achievement, and consistent language development among Emergent Bilingual students as they progress through the grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support.

Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic 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 experienced 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 involment has decreased over the past 10 years.

Root Cause: Despite offering many Title 1 events, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population and DHH families and limited two-way communication that fosters deep engagement.

Priority Problem Statements

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support.

Root Cause 1: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness.

Root Cause 2: Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

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 1 events, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population and DHH families and limited two-way communication that fosters deep 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

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

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 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided training and staff development in classroom and instructional expectations by September 30th, 2026 to support school improvement and learning for all students. Throughout the year teachers will be provided additional training to support their needs based on walkthrough data and feedback. Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement Staff Responsible for Monitoring: instructional admin: IC, APs, Instructional Coordinator, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in student achievement, increase in teacher capacity Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: increase strategies and knowledge of content - increased student achievement Staff Responsible for Monitoring: instructional admin: ICs, APs, Instructional Coordinator, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic 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 Reading will increase to 39% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 Accountability data

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data for all student groups and provide extensive, aligned professional learning to teachers in reading, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions. Provide materials and targeted intervention resources to ensure the mastery and student growth of required Reading TEKS of all students including those at risk of not meeting the state academic standards. Strategy's Expected Result/Impact: Increase STAAR results Decrease the number of students with academic gaps Increase student growth Staff Responsible for Monitoring: Administration Instructional Coach Instructional Coordinator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Prepared Media- Subscriptions - \$11,000, - 211 - Title I Part A - Professional Development- registration - \$7,000, - 211 - Title I Part A - Professional Development-Room and Board - \$5,000, - 211 - Title I Part A - Professional Development-mileage - \$1,000, - 211 - Title I Part A - Instruction-reading materials - \$2,500	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
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 Strategy's Expected Result/Impact: Increase in STAAR scores. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Instruction- Extra Duty Pay/tutoring - \$10,000		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic 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 Math will increase to 32% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR reports

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 math, through local and national workshops, conferences, speakers, as well as through professional learning walks, webinars, subscriptions, professional math materials and manipulatives. Strategy's Expected Result/Impact: Strengthen our elementary programs and increase the percent of our students who reach the math Meets/Masters level.Decrease the number of students with academic gaps. Increase student growth Staff Responsible for Monitoring: Admininstration and Instructional Coach and Instructional Coordinator Title I: 2.52 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Professional Development-Employee Registration - \$10,000, - 211 - Title I Part A - Professional Dev.Room and Board - \$5,000, - 211 - Title I Part A - Professional Devel Mileage - \$1,000, - 211 - Title I Part A - Instructional- Prepared Media - \$8,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers, Instructional Coaches, and Administrators will add structure in the area of leading PLC's that create systems for effective collaborative planning, data analysis, and the development of reteach & enrichment plans. The team will hold regular and data-focused meetings to make strategic, decisions on how to manage leadership duties including, but not limited to, observation/feedback cycles. Strategy's Expected Result/Impact: Strengthen our elementary programs and increase the number of students that achieve growth in the state accountability target areas. Decrease the number of students with academic gaps. Staff Responsible for Monitoring: Administration Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in STAAR Results Staff Responsible for Monitoring: Administration Instructional Coach Instructional Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Intervention Staffing - \$346,581, - 211 - Title I Part A - Extra Duty Pay-Tutorials - \$10,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. **Root Cause:** Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic 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 on 5th grade Science will increase to 30% by June 2027.

Evaluation Data Sources: 2027 Accountability data

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. Strategy's Expected Result/Impact: Increase in Science STAAR scores Staff Responsible for Monitoring: Instructional Coach and Science AST Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Instructional- general supplies - \$2,500				

Strategy 2 Details		Reviews			
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. Strategy's Expected Result/Impact: Increase STAAR Results Staff Responsible for Monitoring: Administration, Instructional Coach and Coordinator Title I: 2.52 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Professional Dev.Registration-Conferences - \$5,000, - 211 - Title I Part A - Professional Dev.Room and board - \$3,000, - 211 - Title I Part A - Professional Dev. Mileage - \$1,000		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

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			
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 Strategy's Expected Result/Impact: students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles Staff Responsible for Monitoring: Physical Education Teachers TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
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 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. Staff Responsible for Monitoring: Physical Education Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness. **Root Cause:** Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

Student Learning

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. **Root Cause:** Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

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 96% to 97% in the 2026-207 school year.

Evaluation Data Sources: Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: Create effective transition activities (PK to K and 5 to 6) and events to improve attendance, achievement, and retention among students Strategy's Expected Result/Impact: improve attendance, achievement, and retention among students Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Incentivize student attendance to increase student attendance rate. Strategy's Expected Result/Impact: improve attendance, achievement, and retention among students. Staff Responsible for Monitoring: ADA, Assistant Principals Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - Incentives - \$500	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness. **Root Cause:** Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

Student Learning

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. **Root Cause:** Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

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

Performance Objective 7: The EB Specialist will oversee and monitor the implementation of the campus Emergent Bilingual (EB) Program to ensure consistent use of research-based language acquisition strategies and appropriate linguistic supports across content areas. The EB Specialist will collaborate with teachers through planning, coaching, modeling, and professional learning and will routinely review student language proficiency data to identify instructional needs and adjust supports.

Strategy 1 Details	Reviews			
Strategy 1: The EB Specialist will analyze TELPAS proficiency levels by domain (listening, speaking, reading, and writing) and identify students at the Intermediate level who need targeted support to progress to Advanced or higher. ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The EB Specialist will oversee and monitor the consistent implementation of the English Language Proficiency Standards (ELPS) across all content areas. The EB Specialist will support teachers in intentionally incorporating ELPS into lesson planning and instruction, with an emphasis on providing appropriate linguistic accommodations and structured opportunities for students to develop listening, speaking, reading, and writing skills. ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

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 for the 26-27 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: The new teacher mentoring program will provide support to new teachers for the first two years of employment at MPE. Strategy's Expected Result/Impact: Increase the retention rates at MPE. Increase quality of instruction provided by new teachers. Staff Responsible for Monitoring: Assistant Principal- New Teacher Liason, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in TELPAS scores, exits from ESL program. Increase in academic performance of EL students, increased communication and social interaction between ELs and non-EL students Staff Responsible for Monitoring: Principa, EB Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. **Root Cause:** Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

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

Performance Objective 2: Administration will attend leadership conferences to learn about recruiting, retaining, and supporting highly qualified and effective teachers. Administration will create a plan to support returning and supporting new teachers.

Evaluation Data Sources: Conference Agenda

Strategy 1 Details	Reviews			
Strategy 1: The administrative team will attend leadership conferences designed to increase the teacher effectiveness in supporting well-rounded students. Strategy's Expected Result/Impact: Increase the quality of support for campus staff Staff Responsible for Monitoring: Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 - Title I Part A - Professional Development: Registration - \$6,000, - 211 - Title I Part A - Professional Development: Room and Board - \$3,000, - 211 - Title I Part A - Professional Development: Mileage - \$1,000	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness. Root Cause: Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

Student Learning

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. **Root Cause:** Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

Perceptions

Problem Statement 1: At MPE, parental involvement has decreased over the past 10 years. **Root Cause:** Despite offering many Title 1 events, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population and DHH families and limited two-way communication that fosters deep 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 1: Increase parental involvement on campus and number of volunteers by 25% to support campus programs

Evaluation Data Sources: Parent Attendance at school events

Strategy 1 Details	Reviews			
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, Museum 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. Strategy's Expected Result/Impact: Increase volunteers and parental involvement on campus retain volunteers Staff Responsible for Monitoring: Administration, PTA Board Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I Part A - General Supplies - \$250	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct 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. Strategy's Expected Result/Impact: Increase in number of parents attending school events Staff Responsible for Monitoring: Administration, Instructional Coaches Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I Part A - PFE-snacks for parent meetings - \$750, - 211 - Title I Part A - PFE- Other Contracted Services - \$3,000, - 211 - Title I Part A - PFE- Reading materials - \$250, - 211 - Title I Part A - PFE- Extra Duty Professional - \$10,500	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increased number of parents attending the transition orientation Staff Responsible for Monitoring: Kindergarten Team Leader 5th Grade Team Leader Bilingual Team Leade EB Specialist Bilingual Team leader Title I: 2.52 - TEA Priorities: Build a foundation of reading and math Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: At MPE, parental involment has decreased over the past 10 years. **Root Cause:** Despite offering many Title 1 events, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population and DHH families and limited two-way communication that fosters deep 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: 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. Strategy's Expected Result/Impact: Improve low-performing schools ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Title III: Parent Engagement Event - Navigating TELPAS: A Parent's Guide to the English Language Assessment System. ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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

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, Discipline referrals

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Reduction in discipline incidents. Staff Responsible for Monitoring: Adminisrtation, teachers, Instructional Coordinator Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - instruction-general supplies - \$200	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
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 Strategy's Expected Result/Impact: Successfully meeting students and community social-emotional needs, Panther of the Month Staff Responsible for Monitoring: Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: successfully meeting students and community social-emotional needs Staff Responsible for Monitoring: Counselors TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. 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. Staff Responsible for Monitoring: Principal, counselor, APs, counselors, teachers Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Campus counselors will provide bullying prevention guidance lessons that teach students how to identify, prevent, and report bullying while promoting respectful behavior and a safe, supportive school environment. Strategy's Expected Result/Impact: Students will demonstrate increased awareness of bullying prevention, appropriate reporting procedures, and respectful behaviors, resulting in a reduction in bullying incidents and an increase in students reporting feeling safe and supported at school. Staff Responsible for Monitoring: Counselors Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness. **Root Cause:** Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

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

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

Evaluation Data Sources: Technology

Strategy 1 Details		Reviews			
Strategy 1: MPE will continue to purchase additional technology to work towards the one-to-one technology initiative in K-2. Strategy's Expected Result/Impact: Increased number of technology devices on campus Staff Responsible for Monitoring: Administrators Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - 211 - Title I Part A - Intructional-Tracking Technology - \$7,622		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Administration and teaching staff will attend professional learning that increases knowledge of technology integration in the classroom. Strategy's Expected Result/Impact: Increased technology integration Staff Responsible for Monitoring: Instructional Coach and Administration Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - Professional Development-Registration, Room/board and miliage - \$4,000		Formative			Summative
		Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support academic success, positive behavior, and school connectedness. **Root Cause:** Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

Student Learning

Problem Statement 1: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support. **Root Cause:** Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

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 25th, 2026 at the MPE library @ 10am. The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders: Karina Hernandez (replaced by Talya Robertson), Johana Montoya
- classroom teachers: Lizeth Elizondo, Michael Torres
- paraprofessionals: Eustacia Velasquez Emyle Rodriguez
- parents: Marietta Alexander and Jennifer Rosso
- business/community partners: Brent McKlemurry Jasmine Suttles
- specialized instructional support: April Richardson, Rachel Lester
- district administrators: Ashley Muzney and Chad Parsons

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 22nd, 2026 at the MPE LGI @ 10am The following stakeholders were in attendance:

- Principal: Nelly Vaccaro
- Other School Leaders: Karina Hernandez (replaced by Talya Robertson) Johana Montoya
- classroom teachers: Lizeth Elizondo, Michael Torres
- paraprofessionals: Eustacia Velasquez Emyle Rodriguez
- parents: Marietta Alexander and Jennifer Rosso
- business/community partners: Brent McKlemurry Jasmine Suttles
- specialized instructional support: April Richardson, Rachel Lester
- district administrators: Ashley Muzney and Chad Parsons

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: Memorial Parkway Elementary students demonstrate a need for increased social-emotional and learning readiness skills to support

academic success, positive behavior, and school connectedness. Staff would benefit from ongoing professional development and consistent campus-wide practices to effectively support student needs.

Root Cause: Many students lack foundational social-emotional and learning readiness skills, and staff need continued professional development and aligned systems to provide consistent support across all learning environments.

2.Student Learning:

Problem Statement: Despite growth on the 2026 STAAR Reading, Mathematics, and Science assessments, third and fourth grade student performance remains below campus and district expectations, indicating a need for strengthened Tier 1 instruction and targeted academic support.

Root Cause: Teachers require ongoing professional learning, coaching, and instructional support to consistently implement high-quality Tier 1 instruction, data-driven interventions, and differentiation strategies that meet the diverse academic needs of all students.

3.Perceptions:

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

Root Cause:Despite offering many Title 1 events, parent involvement remains low due to scheduling barriers for working families, language/accessibility challenges for our bilingual population and DHH families and limited two-way communication that fosters deep 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, 2026 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 2025-2026 school year, the MPE Campus Advisory Team (CAT) met on October 8th, 2025, December 3rd, 2025, March 25th, 2026, April 22,2026, May 13th ,2026 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 13th, 2026, to give review the reservation of funds and provide input for the 2025-2026 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 for the 2026-2027 school year:

October 2nd, 2026

December 4th, 2026

March 25th, 2027

April 23rd, 2027

May 19th, 2027

2.2: Stakeholders 1114(b)(2)

- Principal: Nelly Vaccaro
- Other School Leaders: Karina Hernandez (replaced by Talya Robertson) Johana Montoya
- classroom teachers: Lizeth Elizondo, Michael Torres
- paraprofessionals: Eustacia Velasquez Emyle Rodriguez
- parents :Marietta Alexander and Jennifer Rosso
- business/community partners: Brent McKlemurphy Jasmine Suttles
- specialized instructional support: April Richardson, Rachel Lester
- district administrators: Ashley Muzny and Chad Parsons

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 1114(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.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		Professional Development-mileage	\$1,000.00
1	2	1		Professional Development- registration	\$7,000.00
1	2	1		Prepared Media- Subscriptions	\$11,000.00
1	2	1		Professional Development-Room and Board	\$5,000.00
1	2	1		Instruction-reading materials	\$2,500.00
1	2	2		Instruction- Extra Duty Pay/tutoring	\$10,000.00
1	3	1		Professional Development-Employee Registration	\$10,000.00
1	3	1		Instructional- Prepared Media	\$8,000.00
1	3	1		Professional Devel Mileage	\$1,000.00
1	3	1		Professional Dev.Room and Board	\$5,000.00
1	3	3		Extra Duty Pay-Tutorials	\$10,000.00
1	3	3		Intervention Staffing	\$346,581.00
1	4	1		Instructional- general supplies	\$2,500.00
1	4	2		Professional Dev.Room and board	\$3,000.00
1	4	2		Professional Dev.Registration-Conferences	\$5,000.00
1	4	2		Professional Dev. Mileage	\$1,000.00
1	6	2		Incentives	\$500.00
2	2	1		Professional Development: Mileage	\$1,000.00
2	2	1		Professional Development: Room and Board	\$3,000.00
2	2	1		Professional Development: Registration	\$6,000.00
3	1	1		General Supplies	\$250.00
3	1	2		PFE- Other Contracted Services	\$3,000.00
3	1	2		PFE- Extra Duty Professional	\$10,500.00
3	1	2		PFE-snacks for parent meetings	\$750.00
3	1	2		PFE- Reading materials	\$250.00
3	1	3			\$1,000.00

211 - Title I Part A				
Goal	Objective	Strategy	Resources Needed	Account Code
4	1	1		instruction-general supplies
5	1	1		Intruactional-Tracking Technology
5	1	2		Professional Development-Registration, Room/board and miliage
				Sub-Total
				\$466,653.00



The Percent of **Memorial Parkway** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 36% to 41% by July 2029.

Memorial Parkway: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	36%	44%	32%			
		State Rate	46%	49%	50%			
		Met State Rate	No	No	No			
		Internal Goal	-	37%	45%	39%	40%	41%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

Memorial Parkway: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	8	25%	133	30%	18	78%	0		5	80%	0		1	0%	45	29%	138	34%	118	34%
		2025 Actual	8	25%	77	44%	8	50%	0		2	100%	0		7	43%	29	10%	82	39%	66	45%
		2026 Target																20%		49%		
		2026 Actual	6	17%	67	27%	13	54%	0		4	75%	0		1	0%	33	9%	74	26%	65	26%
		Met Target																N		N		
		2027 Target				37%												19%				

The Percent of **Memorial Parkway** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 29% to 34% by July 2029.

Memorial Parkway: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%	32%	27%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	30%	31%	32%	33%	34%
		Met Internal Goal	-	Yes	No			

Memorial Parkway: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	8	13%	133	23%	18	61%	0		5	100%	0		1	0%	45	18%	138	28%	118	26%
		2025 Actual	8	0%	77	34%	8	50%	0		2	100%	0		7	14%	29	24%	82	29%	66	39%
		2026 Target				44%														39%		
		2026 Actual	6	17%	67	24%	13	46%	0		4	25%	0		1	100%	33	12%	74	22%	65	23%
		Met Target				N													N			
		2027 Target				34%																33%