

Katy Independent School District

Schmalz Elementary

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

At Schmalz Elementary, we foster growth and accountability in a collaborative, inclusive environment by promoting excellence where everyone is valued and empowered.

Vision

We inspire our community to be productive, responsible, life-long learners.

Value Statement

Be exemplary! Be the example!

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Goals

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





Performance Objective 1: HB3: The percent of Schmalz Elementary 3rd grade students who achieve Meets or above in Math will increase from 34% to 38% by July 2024.

HB3 Goal

Evaluation Data Sources: Compare 2023 and 2024 STAAR data in Domains 1-3

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for teachers and administrators to attend staff development to gain focus, clarity and depth of instructional strategies/practices in reading, math, writing, and science. Teachers will then return to the campus and share new ideas and instructional practices with the appropriate staff using the trainer of trainers model.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: staff development presenters on campus, registration for staff development sessions - 211 - Title I Part A - \$25,976</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize high yield resources to look at scaffolding TEKS in order to reach students according to standards and use of best practices which includes online subscriptions.</p> <p>Strategy's Expected Result/Impact: Increased use of high yield strategies from Lead4ward in district resources in classrooms which will increase student achievement.</p> <p>Data-driven instruction based on TEKS/standards</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: staff development fees, instructional materials, supplies - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student achievement for at-risk students by utilizing teachers, SpEd, ESL, AST, and Title 1, staff to supplement instruction with extended day and/or extended learning time tutorials.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Students will acquire a deeper understanding of skills by way of small group instruction.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1</p> <p>Funding Sources: pay for instructional support staff/interventionists - 211 - Title I Part A - \$368,199, pay for tutors - 199 - General Fund - \$14,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources, subscriptions, technology, tutorials, mentoring, and progress/attendance monitoring to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement based on standards.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 - Title I Part A - \$15,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train staff on data analysis cycle and related reports contained in AWARE.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will follow the data analysis cycle to plan and deliver small group instruction</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 68.6% of Schmalz student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Schmalz Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
Student Learning
<p>Problem Statement 1: Special Education students scored significantly below all other student groups in all areas. Root Cause: Root causes include the need to provide additional training in data analysis and differentiated instruction for Special Education resource teachers and in-class support staff.</p>
<p>Problem Statement 2: The number of students scoring at the meets or masters performance in reading, math, and science are below the district average. Root Cause: Teachers need to have access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups in core content areas.</p>
<p>Problem Statement 3: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. Root Cause: Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.</p>
School Processes & Programs
<p>Problem Statement 1: Schmalz students need effectively planned small group instruction. Root Cause: Staff needs clear expectations, planning time ,support, resources, and professional development for small group instruction.</p>
<p>Problem Statement 2: In the 2022-2023 school year, SES had 850 office referrals. Root Cause: There is a need for schoolwide systems that will address behaviors at all levels.</p>

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





Performance Objective 2: HB3: The percent of Schmalz Elementary 3rd grade students who achieve Meets or above in Reading will increase from 53% to 54% by July 2024.

HB3 Goal

Evaluation Data Sources: Compare 2023 and 2024 STAAR data in Domains 1-3

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for teachers and administrators to attend staff development to gain focus, clarity and depth of instructional strategies/practices in reading, math, writing, and science. Teachers will then return to the campus and share new ideas and instructional practices with the appropriate staff using the trainer of trainers model.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: staff development presenters on campus, registration for staff development sessions - 211 - Title I Part A - \$20,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize high yield resources to look at scaffolding TEKS in order to reach students according to standards and use of best practices.</p> <p>Strategy's Expected Result/Impact: Increased use of high yield strategies from Lead4ward and district resources in classrooms which will increase student achievement.</p> <p>Data-driven instruction based on TEKS/standards</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: staff development fees, instructional materials, supplies - 211 - Title I Part A - \$20,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student achievement for at-risk students by utilizing teachers, staff, and/or tutors to supplement instruction with extended day and/or extended learning time tutorials.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Students will acquire a deeper understanding of skills by way of small group instruction.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: pay for tutors - 211 - Title I Part A - \$17,000, pay for tutors - 199 - General Fund - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources, subscriptions, technology, tutorials, mentoring, and progress/attendance monitoring to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement based on standards.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train staff on data analysis cycle and related reports using AWARE and any supplemental resources/programs.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will follow the data analysis cycle to plan and deliver small group instruction</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Instructional Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 68.6% of Schmalz student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Schmalz Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
Student Learning
<p>Problem Statement 2: The number of students scoring at the meets or masters performance in reading, math, and science are below the district average. Root Cause: Teachers need to have access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups in core content areas.</p>
<p>Problem Statement 3: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. Root Cause: Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.</p>

School Processes & Programs





Problem Statement 1: Schmalz students need effectively planned small group instruction. **Root Cause:** Staff needs clear expectations, planning time ,support, resources, and professional development for small group instruction.

Problem Statement 2: In the 2022-2023 school year, SES had 850 office referrals. **Root Cause:** There is a need for schoolwide systems that will address behaviors at all levels.

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

Performance Objective 3: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators and PE Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Schmalz elementary will improve our average daily attendance rate from 93.76 % in 2023 to 94.24 % in 2024.

Evaluation Data Sources: Daily and weekly attendance reports, RaaWee reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: ADA , teachers, and assistant principal's will monitor attendance through daily attendance rates and RaaWee reports.</p> <p>Strategy's Expected Result/Impact: Teachers will call parents after two consecutive absences to increase parent communication. The campus will will host house greeting days on Mondays to motivate students to want to come to school on Monday. House meetings on Fridays and house breakfasts on Wednesdays. Students are very engaged and eager to participate in house events.</p> <p>Staff Responsible for Monitoring: ADA, teachers, assistant principals, principal.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Schmalz Elementary teachers will work collaboratively to create rigorous TEKS-based assessments using backward design.

Evaluation Data Sources: Common assessments, interims, teacher checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have opportunities bi-monthly during Professional Development Rotation (PDR) to review components of STAAR.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to focus on strategies that enable them to develop high-yield questions that impact student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches/Coordinator/Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: copies, books, materials as needed - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: The number of students scoring at the meets or masters performance in reading, math, and science are below the district average. Root Cause: Teachers need to have access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups in core content areas.</p>
School Processes & Programs
<p>Problem Statement 1: Schmalz students need effectively planned small group instruction. Root Cause: Staff needs clear expectations, planning time ,support, resources, and professional development for small group instruction.</p>

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: The faculty and staff of Schmalz Elementary will work collaboratively with parents and the community to establish and maintain a safe, supportive, and positive learning environment that will promote high academic achievement for all students.

Evaluation Data Sources: campus surveys and feedback, event attendance, testing data, PBIS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents through the use of weekly folder, website, social media, progress reports, digital parent news letter, report cards, parent conferences, phone calls, Remind and Canvas. Distribute the Parent and Family Engagement Policy and the School/Parent Compact.</p> <p>Strategy's Expected Result/Impact: Strong communication and connection between school and home.</p> <p>Increased family engagement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide materials and learning opportunities to help parents work with their children to improve achievement and to foster parent involvement in their child's school work, such as guest speakers and other resources.</p> <p>Strategy's Expected Result/Impact: More opportunities for parents to be involved in the learning process for their children.</p> <p>Increased family engagement</p> <p>Staff Responsible for Monitoring: Principal Title I Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: parent session materials - 199 - General Fund, materials to prepare for coffee chats, books for parent reading library, materials for make and take support for parents and students at home - 211 - Title I Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Face-to-face or virtual opportunities for parents to be actively engaged with their students and the teaching and learning process at Schmalz by providing interactive family nights, Watch Dogs, special programs and events, coffee chats, and CATCH fitness night.</p> <p>Strategy's Expected Result/Impact: Increased family engagement</p> <p>Staff Responsible for Monitoring: Principal Title I Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: materials for family nights - 211 - Title I Part A - \$2,000, materials for family nights - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: SES will engage in activities to assist with the PreK to kinder transition and the 5th to 6th grade transition by working in partnerships with receiving campuses.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 68.6% of Schmalz student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Schmalz Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
Student Learning
<p>Problem Statement 2: The number of students scoring at the meets or masters performance in reading, math, and science are below the district average. Root Cause: Teachers need to have access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups in core content areas.</p>
School Processes & Programs
<p>Problem Statement 2: In the 2022-2023 school year, SES had 850 office referrals. Root Cause: There is a need for schoolwide systems that will address behaviors at all levels.</p>

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: All students, staff, and families will utilize research-based social-emotional learning strategies to maintain a positive learning and working environment. This includes violence and bullying prevention education.

Evaluation Data Sources: monitor input into BHIP for bullying, data from office referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: The PBIS/PurposeFull People /RCA team will use the framework to design a proactive and positive school-wide management plan that will directly teach students expectations for behavior.</p> <p>Strategy's Expected Result/Impact: A school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors will be key in creating a positive school environment.</p> <p>Staff Responsible for Monitoring: PBIS/PurposeFull People/ RCA Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: incentives - 199 - General Fund - \$1,000, materials, copies - 211 - Title I Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A school PBIS/PurposeFull People/ RCA team will continue to review discipline data to inform next steps for training, use of resources, use of technology, implementation, and evaluation with a focus on bullying and violence prevention.</p> <p>Strategy's Expected Result/Impact: Discipline and behavior processes will be utilized with students that demonstrate behaviors negatively contributing to the school climate and learning environment.</p> <p>Staff Responsible for Monitoring: PBIS/PurposeFull People/RCA Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: breakfast snacks, supplies, certificates - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: 68.6% of Schmalz student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Schmalz Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

School Processes & Programs

Problem Statement 2: In the 2022-2023 school year, SES had 850 office referrals. **Root Cause:** There is a need for schoolwide systems that will address behaviors at all levels.

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: SES leadership team will work to retain high-quality staff for 2-3 consecutive years which will promote continuity of learning for staff and students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be offered opportunities to participate in research-based staff development to learn how to best navigate teaching at-risk students, and be given growth opportunities to strengthen leadership skills.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: training, professional development registration and fees - 211 - Title I Part A - \$30,000, - 199 - General Fund - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				