

Katy Independent School District
Schmalz Elementary
2024-2025 Campus Improvement Plan



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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Schmalz Elementary is a campus in Katy ISD opened its doors in 2001. SES is projected to serve 1198 students in grades EC-5th grade during the 2024-2025 school year. The campus is an elementary school.

Committee members :

Kara Fox - Administrator

Rachel Martinez- Administrator (other school leader)

Jackie Belmarez- Administrator (other school leader)

Jeffly Noel- Administrator (other school leader)

Sharia Ballard-Instructional Coordinator (other school leader)

Freda Ihediwa- Counselor

Kathryn Johnson- Counselor

Ivelisse Gonzalez- Classroom Teacher

Edgar Juarez Gamez- Classroom Teacher

Jessica Flores- Classroom Teacher

Erin Tomme- Classroom Teacher

Brittany Thomas- Academic Support Teacher

Belinda Sena- Academic Support Teacher

Vivian Muldune- District level professional

Heather Gower- District level professional

William Vaughn- Instructional Coach

Suzy Nguyen- Instructional Coach

Sara Allen- Community Member

Donna McRoberts-Community Member

Juliette Barcaz- parent

Emily Berton- parent

Mae Martinez- parent

Roxanna Barraza-Serrano-parent

Adriana Carmona-parent
Samira Escobar-parent
Rochelle Washington-parent
Melissa Benavides Gonzalez-parent
Mariam Alomer- parent
Amber Kruse- paraprofessional
Ana Wright- paraprofessional

The following data points were reviewed with Campus Advisory Team during the March 20, 2024 and April 24, 2024 meetings to determine the 2024-2025 focus areas. Both meetings were held face to face in LGI starting at 4:05. Members not in attendance were contacted by phone/email by the principal to gather input.

Improvement Planning Data:

- Current and/or prior year(s) campus and/or district improvement plan

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs

Parent/Community Data

- CAT Member Feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

During the April 24th meeting, introductions were made and campus performance on district level assessments were reviewed including AMIRA data, HMH growth measure data, literacy module assessments, dreambox data, checkpoint data. Committee members then broke into groups and shared feedback on all points of data with the following guidance:

- Identify strengths on our campus in each data area.
- Brainstorm ideas to maintain these strengths going forward.
- Select ideas that will be most effective at Schmalz.
- Follow the same process in identifying opportunities with solutions in the respective areas.

The parent compact and the parent and family involvement policy were also distributed and posted around the room and committee members viewed, discussed, and gave feedback with the following directions:

- Teachers and parents will then use sticky notes to offer suggestions and change to the SES compact and engagement policy.
- Feel free to place the notes on the enlarged compacts around the room.
- The compacts are available in English and Spanish.
- Also, notes alongside the compact are welcome as well.

The committee moved forward with reviewing the campus needs assessment and all points of data including problem statements and root causes from the following categories. The committee then using the same format as before, provided feedback on all categories.

- Demographics
- Student Learning
- School Processes and Programs
- Identifying perceptions
-

After looking at many pieces of data it was determined that that the three highest leverage areas for the 2024-2025 school year are as follows: student achievement in reading, math, and science, family engagement, classroom management and students' social and emotional behavioral needs. In order to monitor progress towards meeting the goals the campus needs assessment and campus improvement plan will be reviewed and revised throughout the year by the campus advisory team. A priority is to communicate the campus needs with all families and community members. This will be accomplished by making the campus needs assessment, campus improvement plan and parent family engagement policy & compact available in English and Spanish. The family engagement policy and compact will be available to all parents by being posted in the front office shared via Enews, shared in our Thursday folders, and shared with each parent during family engagement nights. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Areas of Focus for 24-25

1. Student Achievement
2. Family Engagement
3. Student behavior and student social and emotional needs

Demographics

Demographics Summary

Demographics Summary

Schmalz Elementary was established in 2001 in the Northeast quadrant of Katy ISD. We are located off I-10 and Barker Cypress surrounded by a diverse group of neighborhoods and apartments which support a culture of excellence. Our campus is located in a fast-growing area where new apartments and new subdivisions are being constructed. Schmalz Elementary is one of 47 elementary campuses in Katy ISD. We are a Title I campus with the privilege to serve about 1228 students and families. Our campus is comprised of students in PreK, ECSE, life skills and grades Kinder-5th. Students in PreK, Kinder, and 1st grades have the opportunity to establish their learning foundation by being highly engaged in a self-contained learning environment. Students in grades 2-5 have the opportunity to share their learning experiences with teachers who are considered content specialists. Students have a teacher for language arts and a different teacher for math and science.

Our students are proudly known as the SHARKS! We pride ourselves in our eclectic student body which makes us a melting pot. Here are a few things that make us great:

- 64.98% At-Risk
- 24.02% Bilingual
- 82.08% Economically Disadvantaged
- 6.34% ESL
- 2.36% Gifted and Talented
- 40.39% Limited English Proficient
- 19.71% Special Education

Our student body breakdown is as follows: 51.71% Hispanic, 28.01% African American, 9.53% White, 5.05% Asian, and 2 or more races 5.29%. According to the most recently published information, our attendance rate is 94.52%. Our SHARKS love coming to school each day and we love having them.

Staff Quality Summary

We place a high priority on recruiting and hiring teachers with a passion for working with students using innovative teaching strategies. In an effort to maintain teachers, Katy ISD has revised the New Teacher Mentor Program. Starting in August 2022, teachers with zero to one year of experience will be provided with a designated mentor. The mentor to new teacher ratio will be 1:2. The new program will allow more time for new staff to be at their assigned campuses. During campus time, content instructional coaches are able to establish the foundation for teaching and planning with a focus on engaging students at the highest levels of rigor.

Building staff morale is a critical component in retaining high-quality staff at Schmalz. As we work through complex times in education, we will enhance efforts to acknowledge staff, such as teacher of the month with our sunshine award, spotlight on teaching, and other special recognition are provided throughout the year to show appreciation and to reward outstanding effort in the workplace. We ended the year ranked 6th of 97

schools for our culture and climate survey.

Staff (teachers and paraprofessionals) make meaningful contributions to the achievement of the school's goals and objectives when they are present at work. Excessive teacher absenteeism negatively impacts student academic achievement. Student learning is disrupted when a teacher is consistently absent from the classroom.

Demographics Strengths

Demographics Strengths

- Katy ISD is a premier district that brings families to the area for quality education.
- The diversity on our campus gives students the opportunity to learn from and with students from diverse cultural and ethnic groups.
- Our staff is representative of our student body.
- We are serving multiple children from the same families each year, which shows our community values its neighborhood school.
- According to district data, our attendance rate increased from 93.63 in 2023 to 94.52 in 2024.
- Some of the Schmalz Elementary strengths for maintaining high quality staff include: Mentor or Buddy Teachers for every teacher that is new to the campus; Support from the Instructional Support team in the classrooms of every person new to SES; Learning Walks are made available for every teacher to visit and learn from professional colleagues; Professional development provided at staff meetings and supported through additional PD opportunities at the local, state, and national level. Grade level professional learning communities strengthen instruction through weekly planning; Administrative walkthroughs occur multiple times per semester for every teacher to receive crucial feedback.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a direct correlation between student attendance and increased student growth. Schmalz has a current attendance rate of 94.52 which impacts student achievement. **Root Cause:** Lack of daily attendance impacts student learning. There is a direct correlation between student attendance and increased student growth.

Student Learning

Student Learning Summary

In the chart below, you will see a comparison of STAAR scores for all tests taken per grade level for the years accountability was given by TEA.

When reviewing STAAR data in the approaches, meets, and masters performance levels, please review the criteria for each category:

- **Approaches**—indicates that students are likely to succeed in the next grade level with targeted academic intervention
- **Meets**—indicates that students have a high likelihood of success in the next grade level, but may still need some short-term, targeted academic intervention
- **Masters**—indicates that students have mastered all grade-level content and have a high probability of success in the next grade level without intervention.

Test Taken w/year	Approaches	Meets	Masters
3 rd Reading 2019	68	33	18
3 rd Reading 2022	78	53	30
3 rd Reading 2023	84	57	19
3 rd Reading 2024	75	48	18
3 rd Math 2019	69	36	15
3 rd Math 2022	68	35	20
3 rd Math 2023	72	36	11
3 rd Math 2024	68	36	7
4 th Reading 2019	77	42	19
4 th Reading 2022	73	53	25
4 th Reading 2023	80	46	24
4 th Reading 2024	82	49	20
4 th Math 2019	80	55	34
4 th Math 2022	65	35	21
4 th Math 2023	55	30	12
4 th Math 2024	64	36	14
5 th Reading 2019	83	58	29
5 th Reading 2022	80	55	39
5 th Reading 2023	83	52	24
5 th Reading 2024	82	59	34

Test Taken w/year	Approaches	Meets	Masters
5 th Math 2019	82	59	33
5 th Math 2022	71	37	15
5th Math 2023	75	35	11
5th Math 2024	77	52	19
5 th Science 2019	78	48	23
5 th Science 2022	59	25	12
5th Science 2023	60	29	13
5th Science 2024	56	29	12

* Current 2024 data is based on preliminary results *

In 2024, the number of students who scored at approaches in 3rd grade are nine points lower in reading and four points lower in math. Although our 3rd grade math scores dropped in the number of students that met approaches, the number of students who scores at meets stayed at 36%. SES improved in 4th grade reading with students scoring at 82% approaches and 46% of those students scoring at meets. In 4th grade math, SES improved in all three categories of approaches, meets, and masters. Although our 5th grade reading for approaches decreased from 83% to 82%, we increased in students scoring at meets with 59% and at masters with 36%. We found great success with 5th grade math by increasing the number of students who scores at approaches, meets, and masters when compared to 2023. In science, the number of students scoring at approaches decreased by 4 points but the number of students scoring at meets stayed the same.

Student Learning Strengths

Student success at SES is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first-line instruction in the classroom. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic student intervention throughout the school day.

Our teachers regularly design and administer Campus Based Assessments (CBA) and analyze the results to plan reteaching and remediation. Specific interventions are based on this data as well district and state assessment data. Teachers differentiate instruction through guided reading and in writing, math, and science. During small group learning time, students are grouped by their proficiency on the specific TEK being taught. These groups are "fluid" and change as students show mastery. Students in need are invited to additional extended learning times before and after school when available. Additional learning opportunities are also generally provided for ESL students or students with need beyond a single subject.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. **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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

Ensuring Quality Instruction:

Schmalz elementary focuses on curriculum, instruction and assessment in alignment with Katy ISD. The TEKS guide our curriculum, instruction and assessment decisions, and both informal and formal assessments are utilized for continuous improvement. Authentic assessments are conducted throughout the year, along with formative and formal assessments. Some of these include Campus Based Assessments (CBAs), Interims, and AMIRA Assessments. Math Progressions, Dreambox, Math Running Records, TELPAS, and primary reading inventories (TX-KEA for Kindergarten and TPRI/Tejas Lee for 1st/2nd grades).

For the 2024-2025 school year the campus staff will continue to focus on effective small group instruction, along with effective lesson planning and relationship-based classroom management using CHAMPS and RCA house system. Lead teachers will plan two days each week and conduct long range planning once a nine weeks. The Instructional coordinators will plan and implement PDR based on campus needs for each grade level twice a month. Teachers will use end of year student data from 2023-2024, beginning of the year data from 2024-2025, state assessment data, campus based assessment data, and formative data to plan effective lessons that address the TEKS and individual student learning needs that will be addressed through small group instruction. In math, teachers will utilize progressions to teach and accelerate math skills that were impacted by the learning loss from Covid-19. Administrators, the Instructional Coach, and the Instructional Coordinators will collaborate with district assessment personnel to ensure teachers are trained on understanding how to analyze the data to drive their instruction. The Instructional Coach and Instructional Coordinators will conduct data meetings to review student data with teachers. During these meetings teachers will disaggregate the data to form small groups based on specific areas of need. Instructional Coordinators and teacher leads will work closely with teachers to create campus based assessments at a higher depth of knowledge level that are aligned to the Texas Education Knowledge & Skills (TEKS), and spiral to previously taught objectives.

Schmalz Elementary is fortunate to be able to access the latest technology hardware and software. Students, teachers and staff have access to iPads, Smartboards, Chrome Books, and document cameras.

Teachers and staff will implement and utilize CHAMPS and the RCA house system in their classrooms and in common areas to explicitly teach and reinforce expectations. Ongoing professional development will be provided to teachers to support success with implementation. Schmalz will continue to use the PBIS app to award students points for meeting behavioral expectations and students can redeem prizes and rewards. The staff uses Character Strong/PurposeFULL People to address students' emotional well being and reinforce character traits that align with schoolwide behavioral expectations. Teachers conduct morning meetings and closing circles with their students to foster community and relationship building in the classroom. "Houses" meet every Friday to build character, relationships, and school spirit.

The Instructional Coordinators will work with teachers to analyze student performance data and identify students needing intervention in reading and math, and collaborate with Academic Support Teachers to ensure that students receive consistent small group intervention to close gaps and remediate learning. Interventions will be provided for a minimum of six weeks, with regular collaborative progress reviews involving teachers, academic support teachers, special education, the Bilingual/ESL team, the counselor, the LSSP, and administration, so the needs of the whole child can be addressed. Intervention is provided during small group instruction time in the instructional block.

Schmalz takes pride in hiring the most highly qualified teachers to support students. New teachers are provided a mentor that will guide them throughout the year. Administrative staff conducts ongoing informal walkthroughs and meets with the new teachers to provide feedback. New teachers have opportunities to observe experienced teachers on campus and at other campuses, as well as attend additional staff development sessions. Professional development is a focus for Schmalz, with the goal of supporting our teachers with delivering instruction. Ongoing, job-embedded professional development is provided in In addition to Professional Development Rotations (PDRs).

School Processes & Programs Strengths

Schmalz Elementary has identified the following strengths through staff feedback:

- Provided instructional technology, such as iPads, document cameras, and Smart boards, and training for teachers to integrate into instruction to engage students.
- Interruptions to the instructional day are kept to a minimum.
- Our campus is provided a Classroom Technology Designer to support teachers with the implementation of technology to enhance what happens in the classroom.
- Bi-Weekly team planning.
- Teachers attending professional development to focus on areas identified as focus areas.
- Use of Lead4Ward resources and instructional strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, SES had 850 office referrals, in 2023-2024 SES reduced the number of referrals to 346. Although the number of referrals has decreased dramatically, the campus has a goal to be under 275 referrals for 25-26. **Root Cause:** There is a need for schoolwide systems that will address behaviors and reteaching behavior at all levels. Teachers need professional development and training to meet changing students social and emotional needs.

Problem Statement 2 (Prioritized): Schmalz teachers need to effectively plan small group instruction to meet the needs of all learners. **Root Cause:** Staff needs clear expectations, planning time ,support, resources, data analysis knowledge and professional development for small group.

Perceptions

Perceptions Summary

Family Engagement Summary

Schmalz Elementary works to create an environment where families feel they are entering a positive and productive school community. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, email, Shark News and social media. Informational documents and graded work are sent home each week in a Thursday folder. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in local education. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. We have also cultivated a wonderful group of parent volunteers who help out weekly in our work room and on special projects.

School Culture and Climate Summary

Schmalz Elementary is a campus where substitutes love to work and consistently compliment us on our student behavior. PBIS expectations in each common area and classroom, along with CHAMPs strategies, promote a safe and positive learning environment and school culture. During the 2023-2024 school year, a greater focus will be placed on building wide systems and structures to ensure the safety and civil learning environment. Schmalz teachers and counselors use Character Strong to address the social and emotional needs of our students and staff. Our ultimate goal is to help our students become more in tune with regulating their feelings, actions, and emotions. Our school counselors work to meet the needs of our students and staff members. They provide the needed guidance, support, and counseling, as well as supports for families who are struggling with difficult situations.

Our Sunshine Committee and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Communication goes out to the staff with events, dates, and reminders in a weekly newsletter: Shark Tales. Administrators often encourage and appreciate staff verbally or with a handwritten note.

Information was collected from: parent engagement evaluations/feedback & participation levels. Culture and climate surveys, values beliefs. Community partnerships and volunteer data. Staff surveys/feedback. Student feedback. Communication data. Staff retention

Perceptions Strengths

Perceptions Strengths

- Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- Promoted VIPS (Volunteers in Public Schools)
- Supported PIE (Partners in Education)
- Hosted Family Nights
- Host Celebration of Learning Celebrations

- Provide Title I information at both orientation meetings for parents
- Provide CATCH family night
- Strong relationships between students and staff
- Provide multi-cultural night to represent the many diverse cultures in our community.

Information collected from staff, student, and parent feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to improve parental involvement on campus and in the PTA. **Root Cause:** Parents of students often face barriers and challenges that prevent full participation in the school community.

Problem Statement 2: It is difficult to retain experienced, highly qualified teachers at an at-risk campus. **Root Cause:** Experienced teachers move to new campuses that open or to campuses that have smaller at-risk student populations there is a need to provide mentoring and training to retain staff.

Priority Problem Statements

Problem Statement 1: The number of students scoring at the meets or masters performance in reading, math, and science are below the district average.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups.

Root Cause 2: 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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Schmalz teachers need to effectively plan small group instruction to meet the needs of all learners.

Root Cause 3: Staff needs clear expectations, planning time ,support, resources, data analysis knowledge and professional development for small group.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In the 2022-2023 school year, SES had 850 office referrals, in 2023-2024 SES reduced the number of referrals to 346. Although the number of referrals has decreased dramatically, the campus has a goal to be under 275 referrals for 25-26.

Root Cause 4: There is a need for schoolwide systems that will address behaviors and reteaching behavior at all levels. Teachers need professional development and training to meet changing students social and emotional needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a direct correlation between student attendance and increased student growth. Schmalz has a current attendance rate of 94.52 which impacts student achievement.

Root Cause 5: Lack of daily attendance impacts student learning. There is a direct correlation between student attendance and increased student growth.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Goal 2: Strategic Design Goal 2: 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 to 34% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Compare 2024 and 2025 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 Coach, Instructional Coordinators</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 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$23,514</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 but is not limited to online subscriptions,</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Use data to drive instruction based on state standards</p> <p>Staff Responsible for Monitoring: instructional coach, instructional coordinators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$8,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student achievement for at-risk students by utilizing SPED, ESL, AST, and Title I staff to supplement instruction and extend learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Instructional coaches, instructional coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$388,556, - 199 - General Fund - \$14,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All staff members will be provided 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 state standards.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$13,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train staff on data analysis cycles and related reports</p> <p>Strategy's Expected Result/Impact: Staff will follow the data analysis cycle to plan, teach, and deliver quality first line instruction and small group instruction.</p> <p>Staff Responsible for Monitoring: Instructional coach, instructional coordinators</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 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.

Problem Statement 2: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. **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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

School Processes & Programs

Problem Statement 2: Schmalz teachers need to effectively plan small group instruction to meet the needs of all learners. **Root Cause:** Staff needs clear expectations, planning time ,support, resources, data analysis knowledge and professional development for small group.

Goal 2: Strategic Design Goal 2: 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 to 43% by July 2025

High Priority


HB3 Goal


Evaluation Data Sources: Compare 2024 and 2025 STAAR data

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 or trainers model.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Instructional coach, Instructional coordinators</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$18,000</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 best practices.</p> <p>Strategy's Expected Result/Impact: Increase student achievement Data-driven instructional practices based on state standards</p> <p>Staff Responsible for Monitoring: Instructional coach, instructional coordinators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I Part A - \$18,000</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 before, during, or after school.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: administrators, academic support teachers, instructional coach, instructional coordinators</p> <p>Title I: 2.4</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: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$15,000, - 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: Increase student achievement based on state standards.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional coaches, instructional coordinators, academic support teachers.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I Part A - \$8,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train staff on data analysis cycle and related reports for all reporting and supplemental programs.</p> <p>Strategy's Expected Result/Impact: Teachers will follow the data analysis cycle to plan and deliver small group instruction,</p> <p>Staff Responsible for Monitoring: Instructional coach, 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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 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.

Problem Statement 2: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. **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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

School Processes & Programs





Problem Statement 2: Schmalz teachers need to effectively plan small group instruction to meet the needs of all learners. **Root Cause:** Staff needs clear expectations, planning time ,support, resources, data analysis knowledge and professional development for small group.

Goal 2: Strategic Design Goal 2: 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 the FitnessGram , to contribute to optimal health.

High Priority

Evaluation Data Sources: FitnessGram, class observations, 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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles Staff Responsible for Monitoring: Administrators and PE teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: Schmalz elementary will improve our average daily attendance rate to 94.75 % in 2025

High Priority

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 host "house" sponsored events to motivate students to come on low attendance days like Mondays, Wednesdays and Fridays. Students are very eager to participate in all "house" events.</p> <p>Staff Responsible for Monitoring: ADA, teachers, assistant principals, principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - 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


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


Performance Objective 5: The percentage of Schmalz elementary students who achieve meets and above in science will increase to 30% in 2025.


High Priority


Evaluation Data Sources: Compare 2024 and 2025 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in sustained inquiry activities for all strands of science, hands on/student driven investigations, and the opportunity to participate in science related field trips. Staff will have the opportunity to participate in science related professional development and purchase necessary materials for science including online subscriptions.</p> <p>Strategy's Expected Result/Impact: Increase in 2025 science STAAR scores</p> <p>Staff Responsible for Monitoring: Administrators, Instructional coach, instructional coordinators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: 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 2: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. 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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.</p>

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.





Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

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

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

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>Strategy's Expected Result/Impact: Recruit, support, retain teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: training, professional development, registration, and fees - 211 - Title I Part A - \$28,000, training, professional development, registration, and fees - 199 - General Fund - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 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 2: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. 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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.</p>





Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: 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: 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. 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 - \$5,000</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, Title I family nights, curriculum night, and other resources.</p> <p>Strategy's Expected Result/Impact: More opportunities for parents to be involved in the learning process for their children. Increased family engagement.</p> <p>Staff Responsible for Monitoring: Principal, Title I coordinator, Title I teachers</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: materials to prepare for parent engagement events, books for parent reading, materials for make and take for parents to support students at home - 211 - Title I Part A - \$3,000, - 199 - General Fund</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, and CATCH fitness night.</p> <p>Strategy's Expected Result/Impact: Increased family engagement</p> <p>Staff Responsible for Monitoring: Principal, Title I coordinator, 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>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
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional coach will complete bi-weekly 5 minute observation protocols to ensure classroom activities are yielding improvement in positive classroom behavior and academic engagement during instruction.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement and reduction in off-task or disruptive behavior.</p> <p>Staff Responsible for Monitoring: Instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</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: There is a direct correlation between student attendance and increased student growth. Schmalz has a current attendance rate of 94.52 which impacts student achievement. Root Cause: Lack of daily attendance impacts student learning. There is a direct correlation between student attendance and increased student growth.</p>





Student Learning

Problem Statement 2: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. **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. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

Goal 9: 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: 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, data from student safety surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The PBIS/PurposeFull People /RCA/ MTSS-B team will use the framework to design a proactive and positive schoolwide 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/ MTSS-B Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Incentives - 199 - General Fund - \$1,000, Materials, Copies - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A school PBIS/PurposeFull People/ RCA/ MTSS-B 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. Staff will also have opportunities to participate in and provide professional development.</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/MTSS-B committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: breakfast snacks, supplies, certificates - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: In the 2022-2023 school year, SES had 850 office referrals, in 2023-2024 SES reduced the number of referrals to 346. Although the number of referrals has decreased dramatically, the campus has a goal to be under 275 referrals for 25-26. **Root Cause:** There is a need for schoolwide systems that will address behaviors and reteaching behavior at all levels. Teachers need professional development and training to meet changing students social and emotional needs.

State Compensatory

Budget for Schmalz Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Schmalz Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erica Boseman	Teacher	1
Karina Hazlewood	Teacher	1
Rita Garcia	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Schmalz Elementary has conducted a comprehensive needs assessment that serves as the focus of our planning process and the motivating force impacting the campus improvement plan. The data collection dates were March 20, 2024, and April 24, 2024, from administrators, teachers, and parents. Problem statements were written and root causes identified, and the Instructional Leadership Team was given time to reflect and ask clarifying questions. The data has been analyzed and questions answered.

Schmalz Elementary has a school-wide goal to ensure that all students show growth on a variety of assessment measures, including district and state assessments.

Our campus is committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school-wide plan and revising, as needed

Our campus will:

- Implement best practices for curriculum and instruction
- Maintain high expectations for students and staff
- Examine and interpret student data with teachers, parents and students to better focus on student achievement
- Encourage collaboration among staff members and between staff and parents
- Commit to continuous physical, emotional and academic growth for each student every year

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our schoolwide reform strategies provide opportunities for all children to meet the state's Approaches, Meets or Masters passing levels of student performance. These strategies are based on effective means of improving achievement for all students. Our committee includes administration, counselors, teachers, paraprofessionals, district personnel, parents, and community members. The following are activities we utilized in this plan:

1. Review the master schedule to identify opportunities for small group learning time,
2. Identify how manipulatives and other hands-on strategies are used in the various core areas.
3. Review program documentation to ensure that instructional programs/instruction strategies are supported by evidence that they increase student performance.
4. Disaggregate student data by populations to determine our program's effectiveness in meeting the needs of all students.

2.2: Regular monitoring and revision

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. Procedures in use at our campus to ensure that instruction is provided by the best teachers include:

1. Provide an effective mentoring system.
2. Provide teachers with opportunities to observe master teachers in the classroom.
3. Provide opportunities for high-quality professional development through the district, Region IV, or through outside vendors.
4. Monitor the effectiveness of teachers by frequent walk-throughs and provide feedback to teachers.
5. Provide planning opportunities for teachers to collaborate in looking at the scope and sequence of unit plans, campus-based assessments, and formative and summative student data.
6. Implement strategies to provide clear lines of communication between teachers and administrators.

Throughout the year, the plan is adjusted based on current data. These adjustments in the plan occur during the checkpoints that occur four times per year.

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

The CIP is available to the local educational agency, parents and the public. The information contained in the plan is understandable and in a uniform format. The document is in English, but the district will make the document available to Spanish, as well. We have a variety of languages spoken on our campus. On our campus we have personnel that could provide Spanish and Arabic translation, if needed. In the event a translator is needed, we would seek assistance from a community member or we could contact the district office and hire a translator. Our Campus Improvement Plan is posted on the school website, will be located in the front office at apartment complexes in our attendance zone and in the front office at our school.

2.4: Opportunities for all children to meet State standards

Schmalz Elementary will be implementing various reform strategies to address school needs. Strategies are designed to improve student performance and include the following:

1. Instructional strategies that are supported by scientifically-based research
2. Examination of data to identify areas of strength and areas of needs assessment
3. Implementation of Positive Behavioral Intervention and Supports Schoolwide (PBIS)
4. 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.

2.5: Increased learning time and well-rounded education

Schmalz Elementary will use methods and instructional strategies that strengthen the academic program in the school. We strive to increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Each year, adjustments are made to the master schedule in order to maximize learning time.

In order to provide the best education for our students, we will:

1. Utilize high yield resources to look at scaffolding TEKS in order to reach students according to standards and use of best practices.
2. Develop a campus level professional development rotation schedule per month to allow time for teachers to study and plan at deeper levels.

3. Teachers will utilize Lead4Ward resources to build common assessments that are high in rigor.

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

Schmalz Elementary will address the needs of all the students in the school, but particularly the needs of those at risk of not meeting the state academic standards. Many programs are in place to assist our struggling students. The intervention team, leadership team, and teachers meet multiple times throughout the year to discuss the students' progress. Teachers gather data and may request a collaborative conference to discuss struggling students. As a committee, we review data and discuss and implement measures to ensure success for every student.

Strategies are designed to increase the performance of At-Risk students:

1. Utilize high yield resources to look at scaffolding TEKS in order to reach students according to standards and use of best practices
2. Intervention teachers will work with students during small group learning time when they are identified by the Multi-Tiered Systems of Support (MTSS) process as needing additional remedial support.
3. Professional Development Rotation (PDR) will be implemented to focus on specific instructional strategies for teachers.

3.1: Annually evaluate the schoolwide plan

Schmalz Elementary will distribute to parents and family members of children a written Parent and Family Engagement Policy. Parents were notified of this policy in an understandable format, and it was provided in a language the parents can understand. The policy shall be made available to the community and updated as needed to meet the changing needs of parents and the school. Schmalz has a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy. March 20,2024 and April 24,2024 the CAT committee discussed the family engagement policy and agreed to leave it in place as written for now.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$14,000.00
2	2	3			\$6,000.00
6	1	1	training, professional development, registration, and fees		\$5,000.00
8	1	2			\$0.00
8	1	3	materials for family nights		\$0.00
9	1	1	Incentives		\$1,000.00
9	1	2	breakfast snacks, supplies, certificates		\$0.00
Sub-Total					\$26,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$23,514.00
2	1	2			\$8,000.00
2	1	3			\$388,556.00
2	1	4			\$13,000.00
2	2	1			\$18,000.00
2	2	2			\$18,000.00
2	2	3			\$15,000.00
2	2	4			\$8,000.00
2	5	1			\$1,000.00
6	1	1	training, professional development, registration, and fees		\$28,000.00
8	1	1			\$5,000.00
8	1	2	materials to prepare for parent engagement events, books for parent reading, materials for make and take for parents to support students at home		\$3,000.00
8	1	3	materials for family nights		\$2,000.00
9	1	1	Materials, Copies		\$5,000.00
Sub-Total					\$536,070.00

Addendums

