

Katy Independent School District
Schmalz Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The Schmalz Elementary staff, together with families and community, will provide opportunities for engaging and innovative learning experiences for building positive relationships and encouraging lifelong learners.

Vision

Be the Legacy.

Comprehensive Needs Assessment

Revised/Approved: June 30, 2018

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 homes and new subdivisions are being constructed. Schmalz Elementary is one of 41 elementary campuses in Katy ISD. We are a Title I campus with the privilege to serve about 1200 students and families. Our campus is comprised of students in PreK, PPCD and grades Kinder-5th. Students in grades Kinder and 1st 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 social studies and a different teacher for math and science.

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

- 68.7% At-Risk
- 18% Bilingual
- 68.5% Economically Disadvantaged
- 15.8% EL
- 3.2% Gifted and Talented
- 34% Limited English Proficient
- 13.1% Special Education

Our student body breakdown is as follows: 52.1% Hispanic, 21.2% African American, 15.6% White and 9% Asian. According to the most recently published information, our attendance rate is 95.8%. Our SHARKS love coming to school each day and we love having them.

Staff Quality Summary

We place high priority on recruiting and hiring teachers with a passion for working with students using the most up-to-date innovative teaching

strategies. Teachers new to Katy ISD are given the opportunity to learn about the district during New Teacher Orientation. Upon completion of the district training, new teachers spend one day learning about the routines, procedures and expectations at their designated schools. During the campus time, content specific instructional coaches are able to establish the foundation for teaching and planning with a focus on engaging students at the highest levels of rigor.

During the 2018-19 school year, due to increased growth in Katy ISD, new campuses opened and has caused some transition in the staff. In addition to the normal transition due to relocation, promotion and various dynamics that occur, Schmalz has had an opportunity to hire 31 highly qualified professionals to help us establish a standard of excellence. The 31 new faces went through a rigorous selection process and were each chosen based on their skills set and expertise in their designated areas of concentration. Of the 31 new faces that will join the SES family, three teachers are new to the profession and all others are coming to us with experience from school districts throughout the state of Texas.

This year, we will bring back our New Shark Academy, where teachers who are new to SES participate in a monthly New Teacher Academy. These mentoring sessions are led by teachers and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information.

We encourage teachers to learn from one another. This is accomplished by allowing teachers to observe in other classrooms or attend weekly planning meetings to share ideas for lessons that will meet the needs of our diverse student population. We will continue to have professional learning opportunities by staff to use the trainer of trainers model to deliver information to staff members. Instructional coaches will lead professional development sessions monthly to train teachers on instructional strategies, assist with data analysis, discuss professional literature and share ideas for effective instruction.

Building staff morale is recognized as a critical component in retaining high-quality staff at Schmalz. Special treats and recognition are provided throughout the year to show appreciation and to reward outstanding effort in the workplace. Personal notes are written to provide feedback. We also have a PBIS Shark Bucks program for recognition and incentives.

Schmalz staff members have approximately 5.9 absences on campus each day. Staff (teachers and paraprofessionals) can only contribute in meaningful ways 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 premiere district that brings families to the area for quality education.
- Our attendance rate has consistently been 95% or higher.
- The diversity on our campus gives students the opportunity to learn from and with students from diverse cultural and ethnic groups.
- We are serving multiple children from the same families each year, which shows our community values their neighborhood school.

Staff Quality Strengths

- Recruiting 31 new teachers and staff will allow more experiences and teaching practices from surrounding districts to enhance what we are already providing for our students.
- Schmalz staff serves a diverse group of students who need Tier II intervention and support.
- First year teachers have an experienced mentor teacher
- Teachers new to the campus are assigned a buddy teacher.
- Grade level planning meetings strengthen instruction through the alignment of the curriculum, lesson planning/instruction, and assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the number of students we serve from diverse backgrounds, including a highly mobile population, our students are not showing academic achievement at a significant rate in comparison to other schools located within our school district. **Root Cause:** Teachers and staff need more opportunities for professional development that address students from diverse populations.

Problem Statement 2: Katy ISD is a fast growing district which attracts and promotes internal employees for growth and promotion opportunities. **Root Cause:** It is difficult to retain tenured staff members with specialized skills/training for continuity on campus from year to year.

Student Academic Achievement

Student Academic Achievement Summary

Many of the problems SES faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills in EL's. The evidence shows a _____ progress in TELPAS.

TELPAS: STUDENTS PROGRESS IN COMPOSITE SCORES BY AT LEAST ONE LEVEL

Grade	2016	2017	2018	Difference
First Grade	63%	39%		
Second Grade	60%	62%		
Third Grade	48%	83%		
Fourth Grade	67%	44%		
Fifth Grade	92%	82%		

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2018 scores decrease in Reading and Science. The largest change is in reading, which decreased by 3%.

All Grade Levels (Approaches)		
	2017	2018
Reading	85%	82%
Math	82%	85%
Writing	67%	67%
Science	82%	81%

The 2018 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

2018 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Reading	77%	43%	24%
4 th Reading	80%	54%	23%
5 th Reading	91%	51%	21%
3 rd Math	83%	43%	19%
4 th Math	81%	45%	20%
5 th Math	92%	59%	29%
4 th Writing	67%	47%	10%
5 th Science	81%	39%	1

READING

Looking deeper at the comparison between STAAR reading 2017 and 2018 for all grade levels, and sub-populations revealed the following:

	STAAR Reading (Approaches)		STAAR Reading (Meets)		STAAR Reading (Masters)		STAAR Reading (Made Any Progress)	
	2017	2018	2017	2018	2017	2018	2017	2018
3 rd Grade	85%	77%	50%	43%	36%	24%	N/A	N/A
4 th Grade	83%	80%	44%	54%	28%	23%	61%	56%
5 th Grade	89%	91%	55%	51%	22%	21%	64%	73%

An analysis of scores for each student group at all grade levels in reading revealed the following:

- Special Education scores for approaches show a 29% increase in 3rd grade and a 6% decline in 4th grade. 60% of Special Education students made progress in 4th grade.
- Economically disadvantaged students scored higher in 4th grade than 3rd grade.
- English Learners (EL's) scored in the high 70%'s in 3rd, 4th and 5th grade with 3rd grade decreasing by 12%.

- Hispanic students in 5th grade declined at the approaches level and 3rd grade declined at the all performance levels.
- African American students at the approaches level declined 4% in 3rd, 4th and 5th combined. The largest drop was in 3rd grade by 8%.
- 94% of Gifted/Talented students scored Approaches, 88% scored Meets, and 75% scored Masters. The master level dropped by 25%.

The most significant finding(s) during the analysis of all reading academic achievement data, across all grade levels and sub-populations, indicates that reading declined in 7 out of 12 areas. _

MATH

Looking deeper at the comparison between STAAR math 2017 and 2018 for all grade levels, and sub-populations revealed the following:

	STAAR Math (Approaches)		STAAR Math (Meets)		STAAR Math (Masters)		STAAR Math (Made Any Progress)	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	84%	83%	51%	43%	24%	19%	N/A	N/A
4th Grade	77%	81%	37%	45%	22%	20%	51%	47%
5th Grade	88%	92%	37%	59%	14%	19%	69%	81%

An analysis of scores for each student group at all grade levels in math revealed the following:

- Special Education scores for 3rd grade show students significantly increased in approaches, meets, and master grade level. The most significant increase was at the meets level with a 15% increase. Only 46% of Special Educations students showed progress in 4th grade.
- Economically disadvantaged students in 3rd, 4th, and 5th declined in approaches grade level with the greatest decline in 3rd grade at 5%.
- African American students achieving at the approaches level increased from 72% to 80%, which is 8% increase.
- Hispanic students scoring at the approaches level in 3rd grade decreased by 4% and increased in 5th grade by 2%.
- White students in 3rd grade decreased by 5% in approaches and 17% in meets.
- EL's in 3rd grade decreased by 5% at the approaches level and 6% at the meets level.

The most significant finding(s) during the analysis of all math academic achievement data, across all grade levels and sub-populations, shows an increase.

WRITING

Looking deeper at the comparison between STAAR writing 2017 and 2018, and sub-populations revealed the following:

	STAAR Writing (Approaches)		STAAR Writing (Meets)		STAAR Writing (Masters)	
	2017	2018	2017	2018	2017	2018
4th Grade	67%	67%	31%	43%	9%	10%

An analysis of scores for each student group in writing revealed the following:

- White students increased 8% at the approaches level and 33% at the master's level.
- African American students increased 5% at the approaches level and increased 3% at the master's level.
- Economically disadvantaged and special education students decreased at the approaches grade level.
- No special education students scored at the meets or masters grade level.
- One student scored an 8 on the composition portion of the writing and only 7 students scored a 7.

SCIENCE

Looking deeper at the comparison between STAAR science 2017 and 2018, for and sub-populations revealed the following:

	STAAR Science (Approaches)		STAAR Science (Meets)		STAAR Science (Masters)	
	2017	2018	2017	2018	2017	2018
5th Grade	82%	81%	38%	39%	14%	19%

An analysis of scores for each student group in science revealed the following:

- Special education students scored at 63% for approaches level, which is a 26% decline from 2017.
- White students declined in approaches grade level with a decrease of 5%.

Student Academic Achievement Strengths

Strengths:

Schmalz Elementary has a population of hard-working, high achieving students. Schmalz is proud of our student achievement strengths, including:

READING

Students making progress increased by 9% in 5th grade.

Special Education students in 3rd grade scored 44% at the approaches grade level, which is a 24% increase from the previous year.

African Americans, White, Special Education, and GT all increased in the percentage of students making progress.

MATH

Students making progress increased by 4%; therefore, a total 64% of students showed growth.

The overall percentage of all students scoring at the meets grade level increased by 7%.

Performance levels in 4th grade increased by 5% in approaching and 8% in meets.

Performance levels in 5th grade increased by 23% in meets and 14% in masters.

The overall performance of African American, Hispanic, White, Economically Disadvantaged, and all increased in meets grade level. **WRITING**

Hispanic students increased by 6% at the meets level.

SCIENCE

The overall percentage of all students scoring at the masters grade level increased by 5%.

100% of Asian students met approaches grade level.

Economically Disadvantaged students increased by 3% in meets and 4% in masters grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR data continues to reveal that special education and EL students score significantly below all other student groups in all tested areas: reading, math, science and writing. This is true for all tested grade levels. **Root Cause:** The campus needs to provide staff development opportunities that will focus on differentiation strategies and best practices for all learners.

Problem Statement 2: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science and Math) has become stagnant. **Root Cause:** Teachers need to have access to effective training resources in order to be better prepared to meet the various needs of all learners and all ethnic groups in core content areas.

Problem Statement 3: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. Students receiving special education and EL services are under-performing in comparison to students not served by these programs. **Root Cause:** Teachers struggle to find time to review and disaggregate the data based on TEKS.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

Ensuring Quality Instruction:

The curriculum and instruction at Schmalz Elementary is driven by the district's scope and sequence, unit plans, and curriculum at a glance calendars. District Learning Assessments, campus common assessments, balanced literacy, including the Lucy Calkins Units of Study for Reading/Writing, and Math Workshop are all critical components. All assessments and programs used assist in teaching the depth and complexity of the TEKS.

Pre-Kindergarten through 5th grades use a screener to help determine student growth over the course of a school year. Campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5th grades all use Fountas and Pinnell to assess the student's reading level. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for LEP students.

Parents, teachers, and students at Schmalz Elementary take pride in their school and the school's reputation of success. The perception of Schmalz Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Schmalz Elementary's focus goes far beyond just STAAR scores, but our goal aligns with the quote, "Not for school, but for life we learn." Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers are supported by instructional coaches and students are supported by the academic support team. Academic achievement is a result of specific plans of action that included consistent support for teachers regarding resources, pedagogical and academic professional development, as well as scheduled planning sessions. The effective use of extended learning time will improve our percentage of students mastering grade level curriculum in all core content areas.

As part of the Katy ISD systems, Schmalz Elementary is truly fortunate to have access to the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart boards, Chrome books, document cameras, and laptops/net books. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning opportunities. Additionally, there are 8 computers in the library for student and staff use.

Students are encouraged to use a variety of programs and apps using iPads and computers such as: Padlet, Educreations, Pic Collage, Aurasma, Plickers and Canvas to create and display assignments/projects. Teachers are continuing to become more proficient at integrating the use of Smart board technology into their daily instruction.

Positive Behavior Intervention Supports (PBIS)

Our PBIS committee has convened to review discipline and determine trends in behavior referrals. While Schmalz implemented PBIS 2-3 years ago, a revision of the matrix for students and adults in the building has occurred. The goal is to minimize the number of students referred to the office.

Supporting Our Under-performing Learners:

Our Response to Intervention (RTI) collaborative process is in place to ensure that all student needs are met. Our campus has a built in 40 minute learning block to reinforce, enrich, and reteach skills based on individual needs. These customized interventions are identified by the Tiered process established by RTI.

RTI collaborative meeting are facilitated by the RTI coordinator, administrators, counselor and classroom teachers. The diagnostician and the campus psychologist will be included on an as needed basis.

School Processes & Programs Strengths

- Provided instructional technology, such as iPads, Apple TV, document cameras, and Smart boards, and training for teachers to integrate into instruction to engage students.
- Created and implemented a science lab rotation schedule so all students receive the hands-on lab experience.
- Interruptions to the instructional day are kept to a minimum.
- Our campus is provided a Classroom Technology Designer to support teachers with implementation.
- Weekly team planning with Instructional Coaches.
- Teachers attending outside district professional development in areas of concern.
- Use of Lead4Ward resources

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need additional time to plan collaboratively with a focus on the unit plans. **Root Cause:** Planning needs to be structured for reading, math, writing, and science so that the instructional coaches are supporting teachers with in depth planning, which should include TEKS study for understanding and support with effective questioning at high levels.

Problem Statement 2: Discipline data reviews show that students are being referred to the office for repeated level I offenses. **Root Cause:** There is a need for schoolwide systems that will address behaviors at all levels.

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, planners and social media. Informational documents and graded work are sent home each week in a Tuesday 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 daily 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. Expectations are consistently enforced. Shark Bucks, along with positive rewards and praise, are given frequently. We promote the Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselor works to meet the needs of 1200 students. She provides the needed guidance, support, and counseling, as well as supports families who are struggling with difficult situations. We offer the Backpack Buddy Program through the Houston Food Bank to provide students in need with food over the weekend.

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. Administrators often encourage and appreciate staff verbally or with a handwritten note. Shark Bucks are used with our staff as incentives for going above and beyond and can be redeemed for prizes.

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
- Held Celebration of Learning Assemblies
- Provided Coffee Chats to involve parents in various aspects of the school and to give them an opportunity to voice concerns and ideas
- Provided Title I information at both orientation meetings for parents
- Provided CATCH family night
- Hosted a holiday extravaganza for families
- Strong relationships between students and staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although community involvement continues to increase, we are focusing on rebuilding our PTA and parent involvement structures.

Root Cause: Due to PTA Board parents transitioning to junior high, there is a need to reconvene a new board and parent involvement team/committee.

Problem Statement 2: Approximately 25% of the staff at Schmalz is new. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** Large population went to open a new school. Systems are being put in place to impact student achievement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent 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

Revised/Approved: July 24, 2017


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

Performance Objective 1: Schmalz Elementary will grow a minimum of 3% at each STAAR performance level for each STAAR assessment administered.

Evaluation Data Source(s) 1: Compare 2018 and 2019 STAAR data in Domain 1-3

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>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>	2.4, 2.6	Administrators Instructional Coaches	Increased student achievement				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 - Title I Part A - 34800.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Develop and implement a structure for weekly planning time per content area where grades, assessments, and planning will be aligned to the district unit plans.</p>	2.4, 2.5, 2.6	Instructional Coaches Administrators	<p>Grade level instruction will be aligned with TEKS and grading practices.</p> <p>Assessments will be planned as a team.</p> <p>Increased student achievement</p>				
<p>Funding Sources: 199 - General Fund - 11100.00</p>							

Critical Success Factors CSF 1 CSF 2 CSF 7 3) Utilize high yield resources to look at scaffolding TEKS in order to reach students according to standards and use of best practices.	2.4, 2.5, 2.6	Lead4Ward Cohort Team	Increased use of high yield strategies from Lead4ward in classrooms which will increase student achievement.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 5500.00						
Critical Success Factors CSF 1 CSF 2 4) Increase student achievement with at-risk students by supplementing instruction with extended day and/or extended learning time tutorials.	2.5	Administrators Instructional Coaches	Increased student achievement Students will acquire a deeper understanding of skills by way of small group instruction.				
	Funding Sources: 211 - Title I Part A - 6600.00, 199 - General Fund - 13000.00						
Critical Success Factors CSF 1 5) Provide teachers with supplemental instructional materials for all content areas.		Administrators Instructional Coaches	Increased student achievement based on standards				
	Funding Sources: 211 - Title I Part A - 18350.00						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to the number of students we serve from diverse backgrounds, including a highly mobile population, our students are not showing academic achievement at a significant rate in comparison to other schools located within our school district. Root Cause 1: Teachers and staff need more opportunities for professional development that address students from diverse populations.
Student Academic Achievement
Problem Statement 1: 2018 STAAR data continues to reveal that special education and EL students score significantly below all other student groups in all tested areas: reading, math, science and writing. This is true for all tested grade levels. Root Cause 1: The campus needs to provide staff development opportunities that will focus on differentiation strategies and best practices for all learners.
Problem Statement 2: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science and Math) has become stagnant. Root Cause 2: Teachers need to have access to effective training resources in order to be better prepared to meet the various needs of all learners and all ethnic groups in core content areas.
Problem Statement 3: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. Students receiving special education and EL services are under-performing in comparison to students not served by these programs. Root Cause 3: Teachers struggle to find time to review and disaggregate the data based on TEKS.

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

Performance Objective 2: Schmalz Elementary will work to close gaps among all student groups, ensuring that all groups meet targets by the end of the 2018-19 school year.

Evaluation Data Source(s) 2: STAAR data, 2019 State Accountability report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will meet quarterly to review student's achievement data in AWARE, focusing on comparing sub-pop performance. Data will be sorted by sup-pops, and if improvement is not shown per sub-pop, Shark Time groups will be shifted to include students of specific lagging sub-populations.	2.4, 2.5, 2.6	Instructional Coaches Instructional Liaison	Gaps among student groups will be closed.				
Problem Statements: Student Academic Achievement 3							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. Students receiving special education and EL services are under-performing in comparison to students not served by these programs. Root Cause 3: Teachers struggle to find time to review and disaggregate the data based on TEKS.





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 utilize weekly planning time to create TEKS based common assessments.

Evaluation Data Source(s) 1: lesson plans, testing data, observations, TTESS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Professional Development Rotation (PDR) will be implemented to focus on specific instructional strategies for teachers.	2.6	Instructional Coaches Administrators	Teachers will be able to focus on strategies to take back to their classrooms that will impact student achievement.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 8000.00						
Critical Success Factors CSF 1 CSF 2 2) Develop an extended planning time 3 to 4 times per year to allow more time for teachers to study and plan at deeper levels.	2.4, 2.5, 2.6	Administrators Instructional Coaches	Teachers will have a greater understanding of the unit plan which will directly impact student achievement.				
	Problem Statements: School Processes & Programs 1						
Critical Success Factors CSF 1 CSF 2 3) Intervention teachers will work with students during extended learning time when they are identified by the Response to Intervention (RTI) process as needing additional remedial support.	2.4, 2.5, 2.6	Administration RTI Coordinator Academic Support Teachers	Students will show growth in the academic targeted areas. Increased student achievement.				
	Funding Sources: 211 - Title I Part A - 342750.00						
Critical Success Factors CSF 1 CSF 2 4) Teachers will utilize Lead4Ward resources to build common assessments that are high in rigor.	2.4, 2.5, 2.6	Instructional Coaches Administrators	Students will have access to assessments that are closely aligned with the TEKS and at high levels of rigor. Increased academic achievement				

<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>5) The implementation of Teachers Observing Teachers (TOT) will be available to support teachers who need embedded on the job training.</p>	2.4, 2.5, 2.6	Administrators Instructional Coaches Instructional Liaison	Teachers will be spotlighted and shared with others based on content and expertise. Teacher confidence will increase. Student achievement will improve.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

School Processes & Programs	
<p>Problem Statement 1: Teachers need additional time to plan collaboratively with a focus on the unit plans. Root Cause 1: Planning needs to structured for reading, math, writing, and science so that the instructional coaches are supporting teachers with in depth planning, which should include TEKS study for understanding and support with effective questioning at high levels.</p>	

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

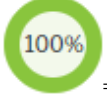



Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

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 Source(s) 1: campus surveys and feedback, event attendance, testing data, PBIS data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Communicate with parents through the use of Tuesday Folders, Parent Link emails, progress reports, report cards, parent conferences, phone calls, Twitter, and Facebook. Survey parents to determine which communication mode is preferred.		Principal	Strong communication and connection between school and home. Increased family engagement				
	Problem Statements: Perceptions 1						
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.		Principal Title I Teachers	More opportunities for parents to be involved in the learning process for their children. Increased family engagement				
	Funding Sources: 211 - Title I Part A - 2666.00, 199 - General Fund - 1000.00						

<p>3) Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Schmalz by providing interactive family nights, special programs and events, coffee chats, and CATCH fitness night.</p>		Principal Title I Teachers	Increased family engagement				
<p>Funding Sources: 211 - Title I Part A - 3000.00, 199 - General Fund - 1000.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Encourage teachers to communicate with regards to curriculum and expectations at minimum once per 9 weeks.</p>		Principal Assistant Principals Counselor	Parent Survey Communication Logs Increased Family Engagement				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions	
<p>Problem Statement 1: Although community involvement continues to increase, we are focusing on rebuilding our PTA and parent involvement structures. Root Cause 1: Due to PTA Board parents transitioning to junior high, there is a need to reconvene a new board and parent involvement team/committee.</p>	

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: All students and staff will utilize the principles of PBIS to create a learning and working environment that exemplifies the Shark Way.

Evaluation Data Source(s) 1: Office referrals
Shark Buck/Shark store details

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 1) The PBIS team will use the framework to design a proactive and positive school-wide management plan that will overtly teach students expectations for behavior.		PBIS Committee Administrators	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.				
Problem Statements: School Processes & Programs 2 Funding Sources: 199 - General Fund - 5000.00, 199 - General Fund PTA Donation - 5000.00							
Critical Success Factors CSF 6 2) A school PBIS team will be formed and charged with the training, implementation, and evaluation of campus discipline processes.		PBIS team Counselor	Discipline and behavior processes will be utilized with students that demonstrate behaviors that negatively contribute to the school climate and learning environment.				
Funding Sources: 199 - General Fund - 1200.00							
Critical Success Factors CSF 6 3) Student/staff recognition programs will be utilized to promote, support, and encourage a healthy school culture.		Administrators	The school culture and climate will be positively enhanced.				
Problem Statements: Perceptions 2							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Discipline data reviews show that students are being referred to the office for repeated level I offenses. Root Cause 2: There is a need for schoolwide systems that will address behaviors at all levels.

Perceptions

Problem Statement 2: Approximately 25% of the staff at Schmalz is new. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause 2:** Large population went to open a new school. Systems are being put in place to impact student achievement.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	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.
1	1	2	Develop and implement a structure for weekly planning time per content area where grades, assessments, and planning will be aligned to the district unit plans.
1	1	3	Utilize high yield resources to look at scaffolding TEKS in order to reach students according to standards and use of best practices.
1	1	4	Increase student achievement with at-risk students by supplementing instruction with extended day and/or extended learning time tutorials.
2	1	1	Professional Development Rotation (PDR) will be implemented to focus on specific instructional strategies for teachers.
2	1	2	Develop an extended planning time 3 to 4 times per year to allow more time for teachers to study and plan at deeper levels.
2	1	3	Intervention teachers will work with students during extended learning time when they are identified by the Response to Intervention (RTI) process as needing additional remedial support.

State Compensatory

Personnel for Schmalz Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Vargas	Teacher	Title I	1
Cassie Wilson	Teacher	Title I	1
Gisela Diaz	Para	Title I	1
Julie Bevrotte	Teacher	Title I	1
Karen Trivino	Teacher	Academic Support	1
Karina Hazlewood	Teacher	Academic Support	1
Kristen Jones	Teacher	Academic Support	1
Lynette Campbell	Teacher	Title I	1
Michelle Henrichsen	Teacher	Academic Support	1
Michelle Warren	Teacher	Title I	1
Rita Garcia	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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. At the end of the 2018 School Year, data was collected 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. When the team felt the data had been analyzed and questions answered, the comprehensive needs assessment was written into the plan.

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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. The following are activities we utilized in this plan:

1. Review the master schedule to identify opportunities for extended 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 an outside vendor.
4. Monitor effectiveness of teachers by frequent walk-thoughts and provide feedback to teachers.
5. Provide long range planning opportunities for teachers to collaborate in looking at 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.

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.

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 an extended planning time 3 to 4 times per year to allow more 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 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 extended learning time when they are identified by the Response to Intervention (RTI) process as needing additional remedial support.
3. Professional Development Rotation (PDR) will be implemented to focus on specific instructional strategies for teachers.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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 Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Flexible time for meetings with parents, such as meetings in the morning, evening or even weekends, may be provided to ensure that all parents can attend school events. Snacks, child care, or services related to parent involvement may be provided with Title I Funds, Part A.

Realizing that parental involvement is crucial to the success of our students, we work to ensure that parents feel welcome at Schmalz. We host Meet the Teacher, CATCH Night, Title I Orientation and Curriculum Night, International Festival, Book Fairs, Math/Science Night, Open House, all of which are well attended by parents and family members.

Other Programs that encourage parental involvement are:

- Parents and community members provide Junior Achievement Program instruction in all classes
- End of the Year award ceremonies and promotional exercises

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Vargas	Academic Support Teacher	Title I	1
Cassie Wilson	Academic Support Teacher	Title I	1
Gisela Diaz-Ramos	Para Educator	Title I	1
Julie Bevrotte	Instructional Liaison	Title I	1
Lynette Campbell	Teacher	Title I	1
Michelle Warren	Academic Support Teacher	Title I	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Charlotte Gilder	Principal
Administrator	Lorraine White	Assistant Principal
Administrator	Vivian Cashion	Assistant Principal
Non-classroom Professional	Brenda Greaux	School Counselor
Non-classroom Professional	James Lee	Instructional Coach
Classroom Teacher	Julie Bevrotte	Title One Teacher
Classroom Teacher	Lauren Montalbano	2nd Grade Bilingual Teacher
Classroom Teacher	Pamela Blegen	4th Grade Teacher
Classroom Teacher	Cindy Pittman	Special Education Teacher
Parent	Hussain Ali	Parent
Parent	Kimberlee Sommer	Parent
Parent	Robinso Garces	Parent
Parent	Tsega Alemu	Parent
Parent	Don Stevens	Parent
District-level Professional	Terri Murphy	Director of Interventions

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	guided math, reading workshop, math workshop, science lab materials needed		\$11,100.00
1	1	4	pay for tutors		\$13,000.00
2	1	1	copies, books, materials as needed		\$8,000.00
4	1	2	parent session materials		\$1,000.00
4	1	3	materials for family nights		\$1,000.00
5	1	1	materials, copies, tickets		\$5,000.00
5	1	2	breakfast snacks, supplies, certificates		\$1,200.00
Sub-Total					\$40,300.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	incentives		\$5,000.00
Sub-Total					\$5,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	staff development presenters on campus, registration for staff development sessions		\$34,800.00
1	1	3	staff development fees, instructional materials, supplies		\$5,500.00
1	1	4	pay for tutors		\$6,600.00
1	1	5	meeting the needs by standard for targeted students		\$18,350.00
2	1	3	Title I Teachers and Paraprofessional		\$342,750.00
4	1	2	materials to prepare for coffee chats, books for parent reading library, materials for make and take support for parents and students at home		\$2,666.00
4	1	3	materials for family nights		\$3,000.00

	Sub-Total	\$413,666.00
	Grand Total	\$458,966.00