Katy Independent School District

Schmalz Elementary

2026-2027 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!

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 8
Student Learning 11
School Processes & Programs 14
Perceptions 16
Priority Problem Statements 18
Comprehensive Needs Assessment Data Documentation 19
Goals 21
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 21
Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. 34
Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders. 35
Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. 38
Targeted Support Strategies 40
Additional Targeted Support Strategies 41
State Compensatory 42
Budget for Schmalz Elementary 42
Personnel for Schmalz Elementary 42
Title I 43
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 43
1.1: Description of CNA Process 43
1.2: Location for Evidence of Multiple Meetings Held 45
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 47
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 47
2.2: Stakeholders 1114(b)(2) 47
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 48
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 48
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 48
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 48
Campus Funding Summary 50

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 1058 students in grades EC-5th grade during the 2026-2027 school year. The campus is an elementary school.

Committee members :
Kara Fox - Administrator/Principal
Rachel Martinez- Administrator (other school leader)
Jackie Belmarez- Administrator (other school leader)
Carrigan Chambers -Instructional Coordinator (other school leader)
William Vaughn- Instructional Coach (other school leader)
Brittany Thomas -Title I Instructional Coordinator (other school leader)
Freda Ihediwa- Counselor (Specialized School Support)
Kathryn Johnson- Counselor (Specialized School Support)
Corina Gonzalez Parra- PK teacher (classroom teacher)
Donna Cade- Kinder teacher (classroom teacher)
Caryn Rugg-Bridgewater - First Grade teacher(classroom teacher)
Zainab Kadibhai-2nd grade teacher (classroom teacher)
Catherine Boyce-3rd grade teacher (classroom teacher)
Bethany Gonzales-4th grade teacher(classroom teacher)
Mayra Olvera-Risser-5th grade teacher(classroom teacher)
Amber Duckworth- RLA AST (classroom teacher)
Belinda Sena-Math AST (classroom teacher)
Ntiense Anom- RES/ICS (classroom teacher)
Vanessa Conner- RES/ICS (classroom teacher)
Vivian Muldune- Title I specialist (district-level professional)
Howard Grimet- Elementary C&I (district-level professional)
Myra Tyler- YMCA Program Director (community member)
Donna McRoberts- community member

Amber Kruse- paraprofessional
Aurora Quintana-Latchinson-parent
LaTisha Fonseca Garcia- parent
Roxanna Barraza Serrano-parent
Nahla Alamiry-parent
Maereina Martinez- parent

The following data points were reviewed with Campus Advisory Team during the March 18, 2026 and April 22,2026 meetings to determine the 2026-2027 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 Title I Coordinator to gather input.

During the March 18th meeting, the committee began 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

- 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
- · Budgets/entitlements and expenditures data

During the April 22rd meeting, Ms. Nguyen began the meeting and reviewed the purpose of the meeting. She recapped the previous meeting where we established the purpose for this meeting. She then described what each table group would be doing together including analyzing the data and then answering reflective questions that come up with ideas of what we could do differently for next year. Each table group engaged in discussion to answer the questions regarding their specific topic.

Table 1: Campus Perceptions The table looked over the data for small group instruction, the teacher mentor program, student characteristics and guidance lessons. Ms. Gundy noticed that the staff and campus are meeting student needs in a positive trend in most areas. Ms. Gonzales did notice that the data shows that student are in need of more discourse between each other both academically and socially. Ms. Ihediwa talked about how the lower teacher to student ratio makes it easier for teachers to monitor academic and social growth. The table agreed that the needs in instruction would be balanced student and teacher talk, monitor multiple groups, discourse, and strong academic rigor.

Table 2: Campus Processes The table explained and discussed how extracurricular programs improve attendance, school engagement, and academic performance. This also leads hand in hand with behavior and social emotional skills. Dr. Ballard talked about formal communication such as newsletters, emails reach large audiences quickly. Ms. Cade talked about how this ensures compliance and consistent messaging. Ms. Smith talked about how informal communication such a phone calls, texts, and home visits build trust and relationships with Ms. Connor adding how this allows real time problem solving and reduces misunderstanding.

Table 3: Demographics. Ms. Johnson discussed what it meant to be at-risk and how students are represented to this. Ms. Boyce asked follow up questions on how students may remove the at-risk indicator. Ms. Sena discussed how attendance is now a factor in at-risk with a lot of the students missing multiple days of instruction. Ms. Gonzalez Parra asked how many days might a student need to miss to be classified as at-risk. The table talked about the importance of making sure students come to school. They analyzed the discrepancy in each grade with the largest disparagement from primary to intermediate grades.

Table 4: Student Learning. Ms. Kadinhai talked about how students are achieving better than they are growing in RLA according to the data. Ms. Thomas talked about programs such as something similar to Dreambox that really helped support students grow. Ms. Martinez suggested the idea of having tutorials in the morning to help student growth and achievement for 2nd grade. This was determined by the data compiled and the dip in the data in particular grade levels.

After looking at many pieces of data it was determined that that the three highest leverage areas for the 2026-2027 school year are as follows: student achievement in reading, math, and science, a need for a more consistent and systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support. 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 26-27

1. Student Achievement in Math, Reading and Science

2. A systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support.

3. Increase Parent and Family Engagement

4. Student behavior and student social and emotional needs

Demographics

Demographics Summary

Demographics Summary

Established in 2001, Schmalz Elementary is located in the fast-growing Northeast quadrant of Katy ISD, just off I-10 and Barker Cypress. Our campus is surrounded by a vibrant and diverse community of neighborhoods and apartment complexes, creating a dynamic environment that supports a strong culture of excellence.

As one of 48 elementary campuses in Katy ISD, Schmalz Elementary proudly serves approximately 1,113 students and their families. We are a Title I campus, and our student population includes learners in Pre-Kindergarten (PreK), Early Childhood Special Education (ECSE), the Autism Spectrum Intervention Program (ASIP), Structured Life, and Kindergarten through 5th grade.

Our instructional model supports student development at every level. PreK, Kindergarten, and 1st grade students thrive in highly engaging, self-contained classrooms that build strong foundational skills. In grades 2 through 5, students benefit from a departmentalized structure where they receive instruction from specialized teachers in language arts, math, and science.

At Schmalz, our students are proud to be SHARKS! We celebrate the rich diversity of our campus, which enhances our inclusive learning community. Below is a snapshot of our demographics:

- **At-Risk:** 65%
- **Economically Disadvantaged:** 77%
- **Bilingual:** 26%
- **English as a Second Language (ESL):** 15%
- **Limited English Proficient (LEP):** 42%
- **Special Education:** 26%
- **Gifted and Talented:** 2%

Student Ethnic Distribution:

- Hispanic: 53.73%
- African American: 27.22%
- White: 9.88%
- Asian: 4.76%
- Two or more races: 4.31%

Our most recent attendance rate is 94.94%, a testament to our students' enthusiasm and commitment to learning. At Schmalz Elementary, we are proud to nurture a safe, supportive, and academically enriching environment where every student is empowered to thrive.

Staff Quality Summary

At Schmalz Elementary, we prioritize the recruitment and retention of highly qualified educators who are passionate about student success and skilled in using innovative, research-based teaching strategies. We are committed to building a strong instructional team that reflects the diverse needs of our student population and fosters a culture of excellence.

To support early-career educators, Katy ISD implemented a revised New Teacher Mentor Program beginning in August 2022. Under this enhanced model, teachers with zero to one year of experience are paired with a dedicated mentor, with a mentor-to-new-teacher ratio of 1:2. This approach provides more consistent, campus-based support and allows new teachers to spend valuable time on their home campuses. Content instructional coaches play a key role during this time by guiding instructional planning, modeling best practices, and ensuring that student engagement and academic rigor remain central to classroom instruction.

Retaining high-quality staff also requires a focus on morale and recognition. At Schmalz, we are intentional in our efforts to build a positive work environment through ongoing appreciation initiatives such as our "Sunshine Award" for Teacher of the Month, "Spotlight on Teaching," and other meaningful acknowledgments throughout the year. These efforts contribute to a strong sense of community and professional pride. Our commitment to staff culture is reflected in our most recent district Culture and Climate Survey, where we proudly remained ranked in the top 20 out of 97 campuses.

We also recognize that consistent teacher attendance is vital to student achievement. Staff members—both teachers and paraprofessionals—make the greatest impact when they are present and engaged. Excessive absenteeism disrupts the continuity of instruction and hinders student learning. At Schmalz, we actively promote a culture of accountability and support to ensure that staff presence aligns with our mission of delivering high-quality education every day.

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 94.68 in 2025 to 94.94 in 2026.
- 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: There is a direct correlation between student attendance and increased student growth. Schmalz has a current attendance rate of 94.94 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
3rd Reading 2023	84	57	19
3rd Reading 2024	75	48	18
3rd Reading 2025	76	48	20
3rd Reading 2026	62*	37.5*	19*
3rd Math 2023	72	36	11
3rd Math 2024	68	36	7
3rd Math 2025	62	37	12
3rd Math 2026	53.3*	24	8
4th Reading 2023	80	46	24
4th Reading 2024	82	49	20
4th Reading 2025	78	49	18
4th Reading 2026	71*	45*	23*
4th Math 2023	55	30	12
4th Math 2024	64	36	14
4th Math 2025	64	35	16
4th Math 2026	67*	46*	26*
5th Reading 2023	83	52	24
5th Reading 2024	82	59	34
5th Reading 2025	78	61	31
5th Reading 2026	78*	55*	29*

Test Taken w/year	Approaches	Meets	Masters
5th Math 2023	75	35	11
5th Math 2024	77	52	19
5th Math 2025	77	43	19
5th Math 2026	74*	42*	18*
5th Science 2023	60	29	13
5th Science 2024	56	29	12
5th Science 2025	67*	30*	10*
5th Science 2026			

Current 2026 data is based on preliminary results *

The 2025–2026 preliminary STAAR results indicate that most content areas experienced declines compared to 2024–2025, particularly in 3rd grade reading and math. The most notable area of growth was 4th grade math, where students demonstrated substantial gains in both Meets and Masters performance levels. While some areas maintained stable performance, such as 5th grade reading Approaches, there was an overall decrease in the percentage of students performing at Meets and Masters levels across several grade levels.

These results suggest a need to strengthen Tier I instruction, increase targeted intervention opportunities, and closely monitor student progress throughout the year to improve student outcomes and increase the percentage of students performing at the Meets and Masters levels.

Student Learning Strengths

Student success at SES is attributed to many factors. 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/ Classroom 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 all 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 all content areas.

Problem Statement 2: When reviewing sub-populations, there are significant performance gaps in reading, math and science 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, Measure of Academic Progress (MAPS), Campus Based Assessments (CBAs), Interims, Katy Learning Assessments (KLA), AMIRA Assessments. Math Progressions, TELPAS, and primary reading inventories (TX-KEA for Kindergarten and TPRI/Tejas Lee for 1st/2nd grades) and STAAR for grades 3-5.

For the 2026-2027 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, Action Based Learning, 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 2025-2026, beginning of the year data from 2026-2027, state assessment data, Measurement of Academic Progress 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. 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, Action Based Learning, 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 sprit.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2025-2026 401 office referrals were written. Although the number of referrals has slightly increased from 2024-2025, the campus has a goal is to reduce the number of referrals by 10% in 26-27.
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: Campus instructional practices are not consistently resulting in high levels of student achievement and growth across all classrooms, indicating a need for strengthened instructional delivery and targeted professional development for teachers.
Root Cause: Teachers have not consistently received ongoing, job-embedded professional development, coaching, and feedback focused on high-yield instructional strategies, data-driven instruction, and differentiated teaching practices needed to meet the diverse learning needs

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. 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.
- House system and Rallies
- Implementation of HMH
- Student engagement

Information collected from staff, student, and parent feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): Student achievement data indicates that some students are not making adequate academic progress, demonstrating a need for a more consistent and systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support.
Root Cause: Intervention systems, progress monitoring practices, and targeted instructional supports have not been consistently implemented across all grade levels and classrooms, limiting the ability to identify learning gaps early and provide timely, differentiated interventions and tutorial opportunities for students in need of additional academic support

Priority Problem Statements

Problem Statement 1: The number of all 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 all content areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 2025-2026 401 office referrals were written. Although the number of referrals has slightly increased from 2024-2025, the campus has a goal is to reduce the number of referrals by 10% in 26-27.

Root Cause 2: 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 Areas: School Processes & Programs

Problem Statement 3: There is a need to improve parental involvement on campus and in the PTA.

Root Cause 3: Parents of students often face barriers and challenges that prevent full participation in the school community.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student achievement data indicates that some students are not making adequate academic progress, demonstrating a need for a more consistent and systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support.

Root Cause 4: Intervention systems, progress monitoring practices, and targeted instructional supports have not been consistently implemented across all grade levels and classrooms, limiting the ability to identify learning gaps early and provide timely, differentiated interventions and tutorial opportunities for students in need of additional academic support

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance 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

Goals

Goal 1: 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 and above in Reading will increase to 45% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Compare 2026 and 2027 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Administrators, Instructional coach, Instructional coordinators **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Access for teachers and administrators to attend high-quality professional development in reading, math, writing, and science aligned with campus needs and TEKS. - 211 - Title I Part A - $13,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Utilize high yield resources to look at scaffolding TEKS in order to reach all students according to standards and best practices. **Strategy's Expected Result/Impact:** Increase student achievement Data-driven instructional practices based on state standards **Staff Responsible for Monitoring:** Instructional coach, instructional coordinators **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** High-yield, research-based instructional resources aligned with grade-level TEKS and prerequisite/scaffolding TEKS. TEKS-aligned curriculum resources, instructional planning guides, and supplemental materials to support rigorous and differentiated instruction. Online subscriptions and digital instructional programs that provide targeted practice, intervention, enrichment, and scaffolded learning opportunities. - 211 - Title I Part A - $14,689				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Increase student achievement for at-risk students by utilizing teachers, staff, and/or tutors to supplement instruction before, during, after school, or during summer learning. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** administrators, academic support teachers, instructional coach, instructional coordinators **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** Supplemental teachers, instructional staff, tutors, and other qualified personnel to provide targeted academic support for at-risk students. Funding for additional duty pay, tutoring, extended-day instruction, and summer learning opportunities. - 211 - Title I Part A - $12,000, Supplemental teachers, instructional staff, tutors, and other qualified personnel to provide targeted academic support for at-risk students. Funding for additional duty pay, tutoring, extended-day instruction, and summer learning opportunities. - 199 - General Fund - $6,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Provide resources, subscriptions, technology, tutorials, mentoring, and progress/attendance monitoring to increase all student achievement. **Strategy's Expected Result/Impact:** Increase student achievement based on state standards. **Staff Responsible for Monitoring:** Administrators, Instructional coaches, instructional coordinators, academic support teachers. **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I Part A - $8,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: Train staff on data analysis cycle and related reports for all reporting and supplemental programs. **Strategy's Expected Result/Impact:** Teachers will follow the data analysis cycle to plan and deliver small group instruction, **Staff Responsible for Monitoring:** Instructional coach, instructional coordinators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The number of all 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 all content areas.

Perceptions

Problem Statement 2: Student achievement data indicates that some students are not making adequate academic progress, demonstrating a need for a more consistent and systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support. **Root Cause**: Intervention systems, progress monitoring practices, and targeted instructional supports have not been consistently implemented across all grade levels and classrooms, limiting the ability to identify learning gaps early and provide timely, differentiated interventions and tutorial opportunities for students in need of additional academic support

Goal 1: 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 and above in Math will increase to 36% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Compare 2026 and 2027 STAAR data in Domains 1-3

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Instructional Coordinators **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** training, professional development, registration and fees - 211 - Title I Part A - $16,490				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Utilize high yield resources to look at scaffolding TEKS in order to reach all students according to standards and use of best practices which includes but is not limited to online subscriptions. **Strategy's Expected Result/Impact:** Increase student achievement Use data to drive instruction based on state standards **Staff Responsible for Monitoring:** instructional coach, instructional coordinators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** Online instructional subscriptions and digital learning platforms that provide TEKS-aligned practice, differentiated instruction, progress monitoring, and immediate feedback. High-quality instructional resources aligned to grade-level TEKS. - 211 - Title I Part A - $30,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Increase student achievement for all students, particularly at-risk students by utilizing SPED, ESL, AST, and Title I staff to supplement instruction and extend learning opportunities to provide a well-rounded education. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Administrators, Instructional coaches, instructional coordinators **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** Title I funding and other available funding sources to support supplemental personnel and extended learning opportunities. - 211 - Title I Part A - $587,084, Additional staffing and/or staff hours to provide small-group instruction, intervention, acceleration, and individualized support, particularly for at-risk students. - 199 - General Fund - $14,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: All staff members will be provided resources, subscriptions, technology, tutorials, mentoring, and progress/ attendance monitoring to increase all student achievement. **Strategy's Expected Result/Impact:** Increased student achievement based on state standards. **Staff Responsible for Monitoring:** Administrators, Instructional Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** Online instructional subscriptions and digital platforms that support differentiation, intervention, enrichment, and progress monitoring. - 211 - Title I Part A - $10,900				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: Train staff on data analysis cycles and related reports **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. **Staff Responsible for Monitoring:** Instructional coach, instructional coordinators				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The number of all 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 all content areas.

Perceptions
Problem Statement 2: Student achievement data indicates that some students are not making adequate academic progress, demonstrating a need for a more consistent and systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support. **Root Cause**: Intervention systems, progress monitoring practices, and targeted instructional supports have not been consistently implemented across all grade levels and classrooms, limiting the ability to identify learning gaps early and provide timely, differentiated interventions and tutorial opportunities for students in need of additional academic support

Goal 1: 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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles to provide a well-rounded education. **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				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Schmalz elementary will improve our average daily attendance rate to 95 % in 2027

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: ADA, teachers, and assistant principal's will monitor attendance through daily attendance rates and RaaWee reports. **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. **Staff Responsible for Monitoring:** ADA, teachers, assistant principals, principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: The percentage of Schmalz elementary students who achieve meets and above in science will increase to 32% in 2027.

High Priority

Evaluation Data Sources: Compare 2026 and 2027 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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 to provide a well-rounded education. Staff will have the opportunity to participate in science related professional development and purchase necessary materials for science including online subscriptions. **Strategy's Expected Result/Impact:** Increase in 2025 science STAAR scores **Staff Responsible for Monitoring:** Administrators, Instructional coach, instructional coordinators. **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I Part A - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: The number of all 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 all content areas.

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

Performance Objective 6: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. **Strategy's Expected Result/Impact:** 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. **Staff Responsible for Monitoring:** EB Specialist & Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district- approved language program models and alignment of instructional practices with program expectations. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. **Staff Responsible for Monitoring:** EB Specialist & Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 8: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. **Strategy's Expected Result/Impact:** Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. **Staff Responsible for Monitoring:** EB Specialist & Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: SES leadership team will work to retain high-quality staff for 3-5 consecutive years which will promote continuity of learning for staff and students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Recruit, support, retain teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1 **Funding Sources:** training, professional development, registration, and fees - 211 - Title I Part A - $18,187, training, professional development, registration, and fees - 199 - General Fund - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The number of all 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 all content areas.

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

Performance Objective 1: 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			
	Formative			Summative
	Oct	Feb	Apr	June
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 **Strategy's Expected Result/Impact:** Strong communication and connection between school and home. Increased family engagement. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I Part A - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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 to provide a well-rounded education. **Strategy's Expected Result/Impact:** More opportunities for parents to be involved in the learning process for their children. Increased family engagement. **Staff Responsible for Monitoring:** Principal, Title I coordinator, Title I teachers **Title I:** 2.51 **Problem Statements:** Perceptions 1 **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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, special programs and events, and CATCH fitness night. **Strategy's Expected Result/Impact:** Increased family engagement **Staff Responsible for Monitoring:** Principal, Title I coordinator, Title I teachers **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** materials for family nights - 211 - Title I Part A - $2,000, materials for family nights - 199 - General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** SES will implement coordinated PreK-Kindergarten and 5th-6th grade transition activities by partnering with receiving campuses. Activities will include student visits, parent information sessions, staff collaboration meetings, and shared transition resources to support academic and social-emotional readiness. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, PreK Teachers, Kindergarten Teachers, 5th Grade Teachers, Receiving Campus Staff **Title I:** 2.53 **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I Part A - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
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.

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

Performance Objective 2: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. **Strategy's Expected Result/Impact:** Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. **Staff Responsible for Monitoring:** EB Specialist & Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: 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			
	Formative			Summative
	Oct	Feb	Apr	June
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 **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. **Staff Responsible for Monitoring:** PBIS/PurposeFull People/ RCA/ MTSS-B Committee **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Incentives - 199 - General Fund - $1,000, Materials, Copies - 211 - Title I Part A - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **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 **Staff Responsible for Monitoring:** PBIS/PurposeFull People/RCA Committee/MTSS-B committee **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** breakfast snacks, supplies, certificates - 199 - General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: In 2025-2026 401 office referrals were written. Although the number of referrals has slightly increased from 2024-2025, the campus has a goal is to reduce the number of referrals by 10% in 26-27. **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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	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.

Additional Targeted 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 or trainers model.
1	1	2	Utilize high yield resources to look at scaffolding TEKS in order to reach all students according to standards and best practices.
1	2	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.

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

Personnel for Schmalz Elementary

Name	Position	FTE
Erica Boseman	Teacher	1
Karina Hazlewood	Teacher	1
Rita Garcia	Teacher	1

Title I

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

1.1: Description of CNA Process

The following data points were reviewed with Campus Advisory Team during the March 18, 2026 and April 22,2026 meetings to determine the 2026-2027 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 Title I Coordinator to gather input.

During the March 18th meeting, the committee began 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

- 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
· Budgets/entitlements and expenditures data

During the April 22rd meeting, Ms. Nguyen began the meeting and reviewed the purpose of the meeting. She recapped the previous meeting where we established the purpose for this meeting. She then described what each table group would be doing together including analyzing the data and then answering reflective questions that come up with ideas of what we could do differently for next year. Each table group engaged in discussion to answer the questions regarding their specific topic.

Table 1: Campus Perceptions The table looked over the data for small group instruction, the teacher mentor program, student characteristics and guidance lessons. Ms. Gundy noticed that the staff and campus are meeting student needs in a positive trend in most areas. Ms. Gonzales did notice that the data shows that student are in need of more discourse between each other both academically and socially. Ms. Ihediwa talked about how the lower teacher to student ratio makes it easier for teachers to monitor academic and social growth. The table agreed that the needs in instruction would be balanced student and teacher talk, monitor multiple groups, discourse, and strong academic rigor.

Table 2: Campus Processes The table explained and discussed how extracurricular programs improve attendance, school engagement, and academic performance. This also leads hand in hand with behavior and social emotional skills. Dr. Ballard talked about formal communication such as newsletters, emails reach large audiences quickly. Ms. Cade talked about how this ensures compliance and consistent messaging. Ms. Smith talked about how informal communication such a phone calls, texts, and home visits build trust and relationships with Ms. Connor adding how this allows real time problem solving and reduces misunderstanding.

Table 3: Demographics. Ms. Johnson discussed what it meant to be at-risk and how students are represented to this. Ms. Boyce asked follow up questions on how students may remove the at-risk indicator. Ms. Sena discussed how attendance is now a factor in at-risk with a lot of the students missing multiple days of instruction. Ms. Gonzalez Parra asked how many days might a student need to miss to be classified as at-risk. The table talked about the importance of making sure students come to school. They analyzed the discrepancy in each grade with the largest disparagement from primary to intermediate grades.

Table 4: Student Learning. Ms. Kadinhai talked about how students are achieving better than they are growing in RLA according to the data. Ms. Thomas talked about programs such as something similar to Dreambox that really helped support students grow. Ms. Martinez suggested the idea of having tutorials in the morning to help student growth and achievement for 2nd grade. This was determined by the data compiled and the dip in the data in particular grade levels.

After looking at many pieces of data it was determined that that the three highest leverage areas for the 2026-2027 school year are as follows: student achievement in reading, math, and science, a need for a more consistent and systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support. 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 26-27

1. Student Achievement in Math, Reading and Science

2. A systematic approach to Tier I, Tier II, and Tier III interventions, as well as targeted before and after school tutorial support.

3. Increase Parent and Family Engagement

4. Student behavior and student social and emotional needs

1.2: Location for Evidence of Multiple Meetings Held

Schmalz Elementary is a campus in Katy ISD opened its doors in 2001. SES is projected to serve 1098 students in grades EC-5th grade during the 2026-2027 school year. The campus is an elementary school.

Committee members :
Kara Fox - Administrator/Principal
Rachel Martinez- Administrator (other school leader)
Jackie Belmarez- Administrator (other school leader)
Carrigan Chambers- Instructional Coordinator (other school leader)

Brittany Thomas -Instructional Coordinator (other school leader)
William Vaughn- Instructional Coach (other school leader)
Freda Ihediwa- Counselor (Specialized School Support)
Kathryn Johnson- Counselor (Specialized School Support)
Corina Gonzalez Parra- PK teacher (classroom teacher)
Donna Cade- Kinder teacher (classroom teacher)
Caryn Rugg-Bridgewater- 1st Grade teacher(classroom teacher)
Zainab Kadibhai-2nd grade teacher (classroom teacher)
Catherine Boyce-3rd grade teacher (classroom teacher)
Bethany Gonzales-4th grade teacher(classroom teacher)
Mayra Olvera-Risser-5th grade teacher(classroom teacher)
Amber Duckworth- RLA AST (classroom teacher)
Belinda Sena-Math AST (classroom teacher)
Ntiense Anom- RES/ICS (classroom teacher)
Vanessa Conner- RES/ICS (classroom teacher)
Vivian Muldune- Title I specialist (district-level professional)
Howard Grimet- Elementary C&I (district-level professional)
Myra Tyler- YMCA Program Director (community member)
Donna McRoberts- community member
Ana Wright-paraprofessional
Amber Kruse- paraprofessional
Aurora Quintana-Latchinson-parent
LaTisha Fonseca Garcia- parent
Roxanna Barraza Serrano-parent
Nahla Alamiry-parent
Maereina Martinez- parent
Sign-in sheets are located in the Title I CRATE

The following data points were reviewed with Campus Advisory Team during the March 18, 2026 and April 22,2026 meetings to determine the 2026-2027 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 Title I Coordinator to gather input. Meeting agendas, minutes and sign-in sheets are located in the Title I CRATE.

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

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

The Campus Advisory Team will meet for the following dates in the 2026-2027 school year: September 23,2026, November 18,2026, March 17, 2027 and April 21,2027 . All meetings were held face to face in LGI starting at 4:05. Members not in attendance will be contacted by phone/email by the Title I Coordinator to gather input.

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.

Meeting agendas, minutes, and sign-in sheets are located in the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

Committee members :
Kara Fox - Administrator/Principal
Rachel Martinez- Administrator (other school leader)
Jackie Belmarez- Administrator (other school leader)
Carrigan Chambers- Instructional Coordinator (other school leader)
Brittany Thomas -Instructional Coordinator (other school leader)
William Vaughn- Instructional Coach (other school leader)
Freda Ihediwa- Counselor (Specialized School Support)
Kathryn Johnson- Counselor (Specialized School Support)
Corina Gonzalez Parra- PK teacher (classroom teacher)
Donna Cade- Kinder teacher (classroom teacher)
Caryn Rugg-Bridgewater- First Grade teacher(classroom teacher)
Zainab Kadibhai-2nd grade teacher (classroom teacher)

Catherine Boyce-3rd grade teacher (classroom teacher)
Bethany Gonzales-4th grade teacher(classroom teacher)
Mayra Olvera-Risser-5th grade teacher(classroom teacher)
Amber Duckworth- RLA AST (classroom teacher)
Belinda Sena-Math AST (classroom teacher)
Ntiense Anom- RES/ICS (classroom teacher)
Vanessa Conner- RES/ICS (classroom teacher)
Vivian Muldune- Title I specialist (district-level professional)
Howard Grimet- Elementary C&I (district-level professional)
Myra Tyler- YMCA Program Director (community member)
Donna McRoberts- community member
Ana Wright-Paraprofessional
Amber Kruse- paraprofessional
Aurora Quintana-Latchinson-parent
LaTisha Fonseca Garcia- parent
Roxanna Barraza Serrano-parent
Nahla Alamiry-parent
Maereina Martinez- parent
Sign-in sheets are located in the Title I CRATE

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

The CIP is 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

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

Any strategy in which Title I funds are listed as a funding source that has Title I elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Confirm notes are in the Formative Reviews (best practice) or at least semiannually for program effectiveness. Confirm notes for annual evaluation of Schoolwide program plan are in the Summative Review.

Confirm documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with required Schoolwide program evaluation process. Confirm

Schoolwide program evaluation is included in the CNA process for next year.

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental teachers, instructional staff, tutors, and other qualified personnel to provide targeted academic support for at-risk students. Funding for additional duty pay, tutoring, extended-day instruction, and summer learning opportunities.		$6,000.00
1	2	3	Additional staffing and/or staff hours to provide small-group instruction, intervention, acceleration, and individualized support, particularly for at-risk students.		$14,000.00
2	1	1	training, professional development, registration, and fees		$5,000.00
3	1	2			$0.00
3	1	3	materials for family nights		$0.00
4	1	1	Incentives		$1,000.00
4	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**
1	1	1	Access for teachers and administrators to attend high-quality professional development in reading, math, writing, and science aligned with campus needs and TEKS.		$13,500.00
1	1	2	High-yield, research-based instructional resources aligned with grade-level TEKS and prerequisite/scaffolding TEKS. TEKS-aligned curriculum resources, instructional planning guides, and supplemental materials to support rigorous and differentiated instruction. Online subscriptions and digital instructional programs that provide targeted practice, intervention, enrichment, and scaffolded learning opportunities.		$14,689.00
1	1	3	Supplemental teachers, instructional staff, tutors, and other qualified personnel to provide targeted academic support for at-risk students. Funding for additional duty pay, tutoring, extended-day instruction, and summer learning opportunities.		$12,000.00
1	1	4			$8,000.00
1	2	1	training, professional development, registration and fees		$16,490.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Online instructional subscriptions and digital learning platforms that provide TEKS-aligned practice, differentiated instruction, progress monitoring, and immediate feedback. High-quality instructional resources aligned to grade-level TEKS.		$30,000.00
1	2	3	Title I funding and other available funding sources to support supplemental personnel and extended learning opportunities.		$587,084.00
1	2	4	Online instructional subscriptions and digital platforms that support differentiation, intervention, enrichment, and progress monitoring.		$10,900.00
1	5	1			$1,000.00
2	1	1	training, professional development, registration, and fees		$18,187.00
3	1	1			$5,000.00
3	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
3	1	3	materials for family nights		$2,000.00
3	1	4			$500.00
4	1	1	Materials, Copies		$5,000.00
				Sub-Total	$727,350.00

The Percent of **Schmalz** Elementary 3rd Grade students who achieve Meets and above
in Reading will increase fro 42% to 47% by July 2029.

Schmalz: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	42%	48%	37%			
		State Rate	46%	49%	50%			
		Met State Rate	No	No	No			
		Internal Goal	-	43%	49%	45%	46%	47%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

Schmalz: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	55	42%	95	38%	21	57%	0		6	67%	0		9	44%	39	15%	150	39%	71	38%
		2025 Actual	50	46%	106	46%	14	64%	0		6	50%	0		11	55%	37	16%	150	43%	76	47%
		2026 Target														**65%**		**26%**				
		2026 Actual	47	43%	87	28%	24	50%	1	100%	7	43%	0		6	67%	38	5%	135	34%	71	30%
		Met Target														Y		N				
		2027 Target				**38%**												**15%**				

The Percent of **Schmalz** Elementary 3rd Grade students who achieve Meets and above
in Math will increase from 33% to 38% by July 2029.

Schmalz: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	33%	38%	24%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	34%	39%	36%	37%	38%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

Schmalz: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	56	29%	95	27%	21	57%	0		6	83%	0		9	33%	39	15%	151	28%	71	24%
		2025 Actual	50	30%	107	36%	14	50%	0		6	67%	0		11	55%	37	11%	151	34%	76	45%
		2026 Target						**60%**										**21%**				
		2026 Actual	47	23%	87	24%	24	29%	1	0%	7	14%	0		6	17%	38	5%	135	21%	71	23%
		Met Target						N										N				
		2027 Target						**39%**										**15%**				

August 2026
Source: STAAR Data
Department of Research, Assessment, and Accountability