

**Fort Bend Independent School District**  
**Schiff Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

FBISD Mission: Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Jan Schiff Elementary Mission: Through the creation of a safe, respectful, and challenging educational experience for all, learning meets discovery every day!

# Vision

FBISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Jan Schiff Elementary Vision: Jan Schiff Elementary empowers and inspires a community of lifelong learners able to succeed in a globally diverse world.

# Value Statement

JSE Campus Values:

- Trusting relationships are vital to an innovative, transformational, growing environment and nurturing climate.
- Working toward a vision promotes success.
- Given opportunities, all members of the learning community can reach their potential to learn and grow.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jan Schiff Elementary is a large elementary campus with an ending campus enrollment of 888 for the 2022-2023 school year. JSE's projected 2023-2024 enrollment shows a slight decline at around 835 students. Enrollment still continues to be strong as it is located within the Sienna Plantation housing development which remains one of the fastest growing real estate markets in the Houston area. Based on 2022-2023 data, JSE's economically disadvantaged percentage is 30.31%. The GT population at Schiff is 4.94% and the EB learner population is 13.78%.

Student enrollment by grade level for 2022-2023 was:

ECSE = 5

Kindergarten = 108

First Grade = 129

Second Grade = 149

Third Grade = 151

Fourth Grade = 166

Fifth Grade = 164

Members of the Schiff CPAC committee agree that the demographics at our school are vibrant and that our population is a melting pot. There is a great deal of diversity, nice students, and diverse staff as well.

### Demographics Strengths

Diversity is a strength for Schiff. We continue to celebrate our diversity and value all students and stakeholders.

Student Ethnicity for the 2022-2023 school year was:

American Indian - Alaskan Native 6 0.69%

Asian 320 36.74%

Black - African American 271 31.11%

Native Hawaiian - Pacific Islander 1 0.11%

White 133 15.27%

Two-or-More 50 5.74%

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Instruction may not meet the needs of all student groups. **Root Cause:** Equip staff with the skills to build an understanding of how to work with the diverse population of students through professional development.

**Problem Statement 2:** Not all staff and/or students may fully embrace the diversity and differences that exist. **Root Cause:** Learn to embrace each other's differences and learn from each other. Seek more opportunities to include special student populations in campus life (i.e. FLASH students). Seek ways to welcome different perspectives and cultures. Teach students about differences in order to promote inclusion of all students and reduce bullying. Offer cultural days at campus.

# Student Learning

## Student Learning Summary

Overall, reading achievement in grades 3-5 on the REN 360 STAR Assessment was as follows: 60% of 3rd graders were at/above benchmark by the the end of the 22-23 school year. 66% of 4th graders and 74% of 5th graders were at/above benchmark by the end of the 22-23 school year.

Math achievement in grades 3-5 on the REN 360 STAR Assessment shows 85% of third grade students were at/above benchmark at the end of the 22-23 school year. 78% of 4th graders and 89% of all 5th graders were at/above benchmark by the end of the 22-23 school year.

Science achievement scores on the STAAR test have not yet been released by the state.

## Student Learning Strengths

Overall, reading achievement declined some in grades 3-5 according to the REN 360 EOY assessment results. However, SST meetings and the RI process have helped teachers identify students in need of reading intervention.

The campus wide intervention plan and SST meetings were key as we used the RI process to help support students who struggle in math.

The Schiff CPAC committee commented that our strengths are that we have lots of data and a variety of tools to measure student learning. We are blessed with a great deal of parental support for academics.

With regard to Student Readiness, we use BOY, MOY, and EOY assesments of REN 360 to measure student progress. Our PBIS efforts are developmentally appropriate and teachers make use of data and PLC Meeting time to plan for instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** A significant number of students did not approach grade level standards on the 5th grade Science STAAR in the Spring of 2023. **Root Cause:** Students may not have made the connection between content area vocabulary and reading to the actual hands on activities they completed in science class. Teachers must focus on teaching vocabulary and increasing student reading skills in order to improve science STAAR scores in 2023-2024.

**Problem Statement 2:** Math scores in 3rd-5th grades remain below 90%. However, they are above the 21-22 campus average in 5th grade. REN 360 Math Grades 1-5 At/Above Benchmark BOY-EOY 22-23 1ST Grade BOY 77% MOY 82% EOY 79% 2nd Grade BOY 65% MOY 80% EOY 73% 3rd Grade BOY 77% MOY 86% EOY 85% 4th Grade BOY 79% MOY 83% EOY 79% 5th Grade BOY 86% MOY 91% EOY 88% **Root Cause:** Teachers may need assistance with guided math and may not be providing academic interventions with fidelity. Planning in PLC's may not be aligned across grade levels.

**Problem Statement 3:** Teachers may have a difficult time navigating all of the data that is available and what it might mean for planning for instruction. **Root Cause:** Focus on learning progressions and on alignment of rigor of standards to provide solid Tier I instruction to students.

**Problem Statement 4:** Reading Scores are below 90% in most grade levels. 22-23 BAS At or Above Level Kinder BOY N/A MOY 49% EOY 61% First Grade BOY 57% MOY 64% EOY 56% Second Grade BOY 61% MOY 67% EOY 60% **Root Cause:** Teachers may need assistance with Tier I instruction and with providing academic interventions with fidelity.

# School Processes & Programs

## School Processes & Programs Summary

At Schiff, there are processes and systems in place for assigning appropriate numbers of staff members to each grade level; one team leader per grade level, enrollment, front office customer service, programs, lunch, arrival and student check-out, dismissal, discipline (PBIS), recess, lunch, after school clubs, and meetings.

Our strengths include, regular professional development and training opportunities. We have seasoned teachers with experience. PLC meetings allow teachers to navigate the curriculum and align to the rigor of the standards.

With regard to engaged, well-rounded students, our strengths include our UIL academics, that are offered to students through a variety of clubs and teachers who know how to make learning relatable.

## School Processes & Programs Strengths

Communication is provided by classroom teachers, administration, and front office staff on a weekly and/or as needed basis through weekly newsletters and emails to inform parents, students, and community members of campus processes and procedures. Campus signage is also used to inform visitors and community members of needed information related to students and the school.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There may not be consistency across grade levels with regard to hallway and other common area behavior expectations. **Root Cause:** Guidelines and procedures are not enforced consistently and staff must receive appropriate training for processes and procedures that are aligned to PBIS protocols and that are implemented with fidelity.

**Problem Statement 2:** Students may not be as engaged in the life of the campus as they might otherwise like to be. **Root Cause:** Students will benefit from the addition of after-school clubs that appeal to a variety of interests. Find out what students like and incorporate it as much as possible.



# Perceptions

## Perceptions Summary

Jan Schiff Elementary is focused on cultivating a collaborative environment of learning on all levels (students, parents, and staff). JSE is committed to encouraging a culture based on recognizing and appreciating professional growth and building teacher and leader capacity. JSE believes in building opportunities for teachers/staff to utilize their strengths in areas outside of the classroom through committees, campus and district projects, community involvement events, and instructional initiatives. JSE maintains its commitment to creating a culture of high expectations and modeling good character for students to model for others, as well as affirming and positively reinforcing desired behavior choices.

Our strength include the manner in which administration communicates with the community, weekly grade-level newsletters, great events like Open House and Literacy Night, Lunch with loved ones, etc. Schiff is blessed with a PTO that is always supportive, especially with finances to support school initiatives.

With regard to culture, our strengths include, inclusive campus activities and teacher involvement with parents, and appreciation events scheduled by administration, the climate committee, PTO, etc.

With regard to safety, our strengths include, having safety procedures in place, practicing safety drills on a regular basis and our red-house safe zones in case of emergencies.

## Perceptions Strengths

SHARK guidelines for success:

Enrichment clubs, such as robotics and coding

Strong parental involvement and PTO

Positive feedback from students on the 2023 student engagement survey

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** All staff may not be aware of different cultural values and ideas as they relate to education. **Root Cause:** As a staff, we must acknowledge and accept that biases and preconceived ideas may exist, and try to understand and eliminate stereotypes that may hinder building a rapport with students and each other.

**Problem Statement 2:** Faculty and Staff do not feel like they are all treated equal and may not fully trust their colleagues. **Root Cause:** Due to the continuous demands required of all educators, we must focus on ways to build team and cultivate meaningful work relationships that involve building trust.

**Problem Statement 3:** The perception may exist that not all staff feel that the principal communicates clearly, is visible, and involves teachers in decision making. **Root Cause:** The principal was new to the campus, and it takes time to learn a staff. Not all staff accepted the new leadership and were not always supportive of administration or campus initiatives. The principal was rated low in the areas of communication, visibility, knowledge of instruction and involving teachers in decision making.

**Problem Statement 4:** All community members may not feel connected to the school. **Root Cause:** Create more family/community events and involve more parents in community nights and with volunteer events.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Discipline records

## **Employee Data**

- Teacher/Student Ratio

## **Parent/Community Data**

- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By May 2024, Jan Schiff Elementary will improve instruction through targeted intervention as evidenced through targeted growth as seen in the indicators of success.

**Indicators of Success:** Strategy 1: All GT teachers will participate in professional learning targeting individualized instruction and GT learning plans.

Formative Measure: By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

Summative Measure: By May 2024 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and make adjustments as needed.

Strategy 2: Teachers will receive professional development on targeted intervention and the use of the SST process to appropriately identify students in need of academic and/or behavior intervention.

Formative Measure:

By January 2024, the percentage of students showing growth in literacy on REN360 will increase by 3% from BOY to MOY.

By January 2024, the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.

By January 2024, the percentage of students on or above grade level on BAS will increase by 3% from BOY to MOY.

Summative Measure:

By May 2024, the percentage of students showing growth in literacy on REN 360 will increase 3% from MOY to EOY.

By May 2024, the percentage of students showing growth in math on REN 360 will increase from 3% from MOY to EOY.

By May 2024, the percentage of students on or above grade level on BAS will increase by 3% from MOY to EOY.

By May 2024 increase the percentage of students at approaches/or higher on reading STAAR from 88% to 89%.

By May 2024 increase the percentage of students at approaches/or higher on math STAAR from 80% to 82%.

Strategy 3: Professional Learning Communities (PLC's) will intentionally plan the implementation of instructional models and review data for intervention based on skills needed to close gaps.





Formative Measure: By October 2023, teachers will plan and implement targeted interventions using running records, CFA's, REN 360, CIRCLE, BAS, to plan small group instruction needed to close gaps.





By December 2023, 50% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS. Small groups will be pulled during intervention with fidelity.

Summative Measure:

By February 2024, 60% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS.

May 2024, 70% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All GT teachers will participate in professional learning targeting individualized instruction and GT learning plans.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans. By December 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan. By February 2024 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric. By May 2024 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and make adjustments as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, GT COG, ILT Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive professional development on targeted intervention and the use of the SST process to appropriately identify students in need of academic and/or behavior intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> By January 2024, the percentage of students showing growth in literacy on REN360 will increase by 3% from BOY to MOY. By January 2024, the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY. By January 2024, the percentage of students on or above grade level on BAS will increase by 3% from BOY to MOY. By May 2024, the percentage of students showing growth in literacy on REN 360 will increase 3% from MOY to EOY. By May 2024, the percentage of students showing growth in math on REN 360 will increase from 3% from MOY to EOY. By May 2024, the percentage of students on or above grade level on BAS will increase by 3% from MOY to EOY. By May 2024 increase the percentage of students at approaches/or higher on reading STAAR from 88% to 89%. By May 2024 increase the percentage of students at approaches/or higher on math STAAR from 80% to 82%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Literacy Intervention Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 General Fund SCE - \$100</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional Learning Communities (PLC's) will intentionally plan the implementation of instructional models and review data for intervention based on skills needed to close gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023, teachers will plan and implement targeted interventions using running records, CFA's, REN 360, CIRCLE, BAS, to plan small group instruction needed to close gaps. By December 2023, 50% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS. Small groups will be pulled during intervention with fidelity.</p> <p>By February 2024, 60% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS.</p> <p>May 2024, 70% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and ILT team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 General Fund SCE - \$100</p>	Formative			Summative
	Oct	Dec	Feb	June
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>50%</p> </div> <div style="text-align: center;">  <p>60%</p> </div> <div style="text-align: center;">  <p>0%</p> </div> <div style="text-align: center;">  <p>0%</p> </div> </div>			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By May 2023 Jan Schiff Elementary will improve the perception of campus culture and climate through the implementation of PBIS/SEL practices, professional development, and formal and informal surveys as evidenced through the indicators of success.

**Indicators of Success:** Strategy 1: Teachers will receive professional development on PBIS strategies and student ownership of behavior strategies/framework in order to implement and maintain systems that develop positive behavior practices that affect students and staff each day.

Formative Measure: By October 2023, 60% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Summative Measure: By May 2024 90% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Strategy 2: Decrease the number of discipline referrals from BOY to EOY from the 2021-2022 school year.

Formative Measure: By October 2023, there will be a 3% decrease in the number of discipline referrals in Skyward from October 2022.

Summative Measure: By May 2024, there will be a 10% decrease in the number of referrals in Skyward from May 2023.

Strategy 3: Increase student engagement from BOY to EOY as measured by the student engagement survey data

Formative Measure: From BOY to MOY increase student engagement on campus administered surveys for 3rd-5th grade students by 2% targeting selected questions:

Disaffection: "I feel nervous when I'm at school"

Perceptions of Respect and Belonging: "Students here respect what I have to say"

Peer Support of Learning: Support from Students: "Other students care about me"




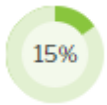
Peer Support of Learning: Perceptions of Respect and Belonging: "Students at my school are there for me when I need them"

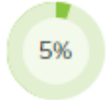

Summative Measure: By May 2024, JSE will increase perceptions of "Disaffection ("I feel nervous when I'm at school") from 70% to 72%.


By May 2024, JSE will increase Perceptions of Respect and Belonging ("Students here respect what I have to say") from 72% to 74%.


By May 2024, JSE will increase perceptions of Peer Support of Learning: Support from Students: "Other students care about me") from 83% to 85%, and ("Students at my school are there for me when I need them") from 83% to 85%.




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive professional development on PBIS strategies and student ownership of behavior strategies /framework in order to implement and maintain systems that develop positive behavior practices that affect students and staff each day.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023 60% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.</p> <p>By December 2023 95% of all teachers will have received discipline refresher training including CHAMPs strategies. By February 2024 there will be evidence of CHAMPs being implemented with fidelity in 75% of all classrooms as noted by walkthroughs and observations.</p> <p>By May 2024 90% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teaching Staff, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 General Fund SCE - \$100</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Decrease the number of discipline referrals from BOY to EOY from the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023, there will be a 3% decrease in the number of discipline referrals in Skyward from October 2022.</p> <p>By December 2023, there will be a 5% decrease in the number of referrals in Skyward from December 2022.</p> <p>By February 2024, there will be a 7% decrease in the number of referrals in Skyward from February 2023.</p> <p>By May 2024, there will be a 10% decrease in the number of referrals in Skyward from May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teaching Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student engagement from BOY to EOY as measured by the Student engagement survey data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement from BOY to EOY as measured by the Student engagement survey data</p> <p>Staff Responsible for Monitoring Administration, Counselor</p> <p>Strategy's Expected Result/Impact From BOY to MOY increase student engagement on campus administered surveys for 3rd-5th grade students by 2% targeting selected questions: Disaffection: "I feel nervous when I'm at school" Perceptions of Respect and Belonging: "Students here respect what I have to say" Peer Support of Learning: Support from Students: "Other students care about me" Peer Support of Learning: Perceptions of Respect and Belonging: "Students at my school are there for me when I need them" By May 2023, JSE will increase perceptions of "Disaffection ("I feel nervous when I'm at school") from 70% to 72%. By May 2023, JSE will increase Perceptions of Respect and Belonging ("Students here respect what I have to say") from 72% to 74%. By May 2023, JSE will increase perceptions of Peer Support of Learning: Support from Students: "Other students care about me") from 83% to 85%, and ("Students at my school are there for me when I need them") from 83% to 85%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p><b>Funding Sources:</b> - 199 General Fund - \$100</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 2:** By May 2024, Jan Schiff will increase positive perception of campus culture/climate from BOY to EOY as measured by formal and informal surveys, community events, and other qualitative measures.

**Indicators of Success:** Strategy 1: Increase positive perception of campus culture/climate from BOY to EOY as measured by formal and informal surveys and other qualitative measures.

Formative Measure: By October 2023, increase positive perception of campus culture/climate in the areas of communication, visibility, and teacher involvement in decision making by 2% using surveys, feedback and other measures.

Summative Measure: By May 2024, increase positive perception of campus culture/climate in the areas of communication, visibility and teacher involvement in decision making by 2% using surveys, feedback and other measures.

Strategy 2: Increase the number of community events at Schiff during the 2023-2024.

Formative Measure: By December 2023, Schiff will have hosted at least one community event for parents.

Summative Measure: By May 2024, Schiff will have hosted at least two community events from BOY to EOY.



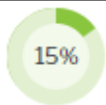

Strategy 3: Increase the number of wellness activities/opportunities for staff and/or community to participate in to promote health and wellness.







Formative Measure:

By October 2023, Schiff will offer a health/wellness opportunity for staff and/or community in order to promote health and wellness.

Summative Measure:

By May 2024, Schiff will have offered four health/wellness opportunities for staff and/or community in order to promote health and wellness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase positive perception of campus culture/climate from BOY to EOY as measured by formal and informal surveys and other qualitative measures.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023, increase positive perception of campus culture/climate in the areas of communication, visibility, and teacher involvement in decision making by 2% using surveys, feedback and other measures.</p> <p>By December 2023, increase positive perception of campus culture/climate in the areas of communication, visibility, and teacher involvement in decision making by 2% using surveys, feedback and other measures.</p> <p>By February 2024, increase positive perception of campus culture/climate from BOY to MOY in the areas of communication, visibility, and teacher involvement in decision making by 2% using surveys, feedback and other measures.</p> <p>By May 2024, increase positive perception of campus culture/climate from MOY to EOY in the areas of communication, visibility and teacher involvement in decision making by 2% using surveys, feedback and other measures.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 General Fund SCE - \$100</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the number of community events at Schiff during the 2023-2024.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023, Schiff will have hosted at least one community event for parents.</p> <p>By December 2023, Schiff will have hosted at least one community event for parents.</p> <p>By February 2024, Schiff will have hosted at least one additional event for parents from BOY to MOY.</p> <p>By May 2024, Schiff will have hosted at least two additional events from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 General Fund SCE - \$250</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the number of wellness activities/opportunities for staff and/or community to participate in to promote health and wellness.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 2023, Schiff will offer a health/wellness opportunity for staff and/or community in order to promote health and wellness.  By December 2023, Schiff will have offered two health/wellness opportunities for staff and/or community in order to promote health and wellness.  By February 2024, Schiff will have offered three health/wellness opportunities for staff and/or community in order to promote health and wellness.  By May 2024, Schiff will have offered four health/wellness opportunities for staff and/or community in order to promote health and wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, School Nurse, Health and Wellness Community Members</p> <p><b>Funding Sources:</b> - 199 General Fund SCE - \$250</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement



# State Compensatory

## Budget for Schiff Elementary

**Total SCE Funds:** \$3,850.00

**Total FTEs Funded by SCE:** 0.5

### Brief Description of SCE Services and/or Programs

Our Comp Ed student count is 150 and our per student allotment is \$19.00. Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

## Personnel for Schiff Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Hudzietz	Math Specialist	0.5

# Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$100.00
<b>Sub-Total</b>					<b>\$100.00</b>
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$100.00
1	1	3			\$100.00
2	1	1			\$100.00
2	2	1			\$100.00
2	2	2			\$250.00
2	2	3			\$250.00
<b>Sub-Total</b>					<b>\$900.00</b>

# Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
JAN SCHIFF E 148	JAN SCHIFF ELEM	00003885	SPECIALIST MATH ELEM	0.5	0	HUDZIETZ	LISA	T00355	1	199.11.1000.00.111.2024.24	24	A	187SEP
JAN SCHIFF E 148	JAN SCHIFF ELEM	00003885	SPECIALIST MATH ELEM	0.5	0	HUDZIETZ	LISA	T00355	1	199.11.1000.00.148.2024.24	24	A	187SEP

L_ADMIN_PLCY_NB	
P7	####
P7	####

PLANNING AND DECISION-MAKING PROCESS  
CAMPUS-LEVEL

BQB  
(EXHIBIT)

The Campus Planning and Advisory Committee (CPAC) was involved in establishing and reviewing the campus educational plans, goals, performance objectives, and major classroom instructional programs and assisted the principal in developing, reviewing, and revising the campus improvement plan. In accordance with administrative procedures, the committee was involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization.

Dr. Greg Foulds

Principal

Greg Foulds

CPAC Chairperson

Diana Fleck

CPAC Member

Keane Fairchild

CPAC Member

Tracy Granger

CPAC Member

Richard Van Gilder

CPAC Member

Jennifer Wallace

CPAC Member

Tiffany Agina

CPAC Member

Misty Gasiorowski

CPAC Member

Eric [unclear]

CPAC Member

Michelle Dodds

CPAC Member

~~[unclear]~~

CPAC Member

Patrice Ramsay

CPAC Member

CPAC Member

Simona S. Jordan

CPAC Member

CPAC Member

Jennifer Kertis

CPAC Member

CPAC Member