



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Schell Elementary

Principal: **Jeanne Beall**

**Mission Statement:**

Uniting a community of self-directed, life-long learners within a challenging and nurturing environment dedicated to excellence.

**Planning Timelines and Meeting Dates**

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 29, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 21, 2018**

**2017-2018 Campus Status** Check all that apply

- Title III English Language Learner Campus
  Non-Title I Campus
  Title I School-wide Campus

**Title I Information**

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

**TEA Strategic Priorities**

Every child, prepared for success in college, a career or the military.			
<b>Goal 1</b>	Recruit, support, and retain Teachers and Principals	<b>Goal 3</b>	Connect high school to career and college
<b>Goal 2</b>	Build a foundation of reading and mathematics	<b>Goal 4</b>	Improve low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Marsha Hyde	Faculty Member	2017-2018	X	X	X
Caroline Kaplan	Faculty Member	2017-2018	X	X	X
Sha-Li Tsai	Faculty Member	2016-2017	X	X	X
Graham Branson	Faculty Member	2017-2018	X	X	X
Michelle Welch	Faculty Member	2016-2017	X		X
Sydney Conces	Faculty Member	2016-2017		X	X
Karen Daniel	Faculty Member, Special Ed	2016-2017	X	X	X
Jeanne Beall	Principal	2011-2012		X	X
Jennifer Ruth	District Professional	2016-2017	X	X	
Deborah Bonner	Campus Professional, Non-teaching	2016-2017	X	X	X
Amanda Heter	Support Staff Member	2016-2017	X	X	X
Melissa Brown	Parent-Selected by PTA	2016-2017			
Geonte' Ratliff	Parent-Selected by Principal	2017-2018	X		
Cassandra Coleman	Parent	2016-2017			
Erum Waheed	Parent	2016-2017			
Greg Nicholson	Parent	2017-2018	X	X	
Crystal Engineer	Parent	2016-2017	X		
Jennifer Mathis	Community Member	2016-2017	X		X
Debbie Cook	Community Member	2017-2018	X		X
Mo Jallad	Business Representative	2017-2018			
Nina Billingsley	Business Representative	2017-2018			X
Camille Beckman	Ad Hoc Member <sup>Optional</sup>	2016-2017	X	X	X

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

**District-Wide Goals**

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p><b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Violence Prevention and Bullying</b></p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Parental Involvement:</b> The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Transition:</b> The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>

**Summary of Critical Actions**

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

<b>School Wide and/or Targeted Grade Level Critical Actions</b>
<p>1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17</p>
<p>2. Supplement district professional development to address school-specific needs. PPPA CL #7</p>
<p><b>Critical Actions to Address Missed State Safeguards:</b></p> <ul style="list-style-type: none"> <li>• Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)</li> <li>• Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)</li> <li>• Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)</li> </ul>

## Critical Action 1

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17

<b>Project Lead:</b>	<b>Principal, Assistant Principal</b>							
<b>Staff, Title I Staff:</b>	<b>Special education staff, classroom teachers grades K-5</b>							
<b>Materials and Resources:</b>	<b>Curriculum planner and materials, Edugence, MAP Scores, CMIT/504 materials, Braniac Board and materials</b>							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> <p>Proactively develop intervention plans for students performing below grade level</p> <ul style="list-style-type: none"> <li>• Grade level and special education teachers identify students performing below grade level by looking at MAP, TPRI, IEPs, and Plano Literacy data</li> <li>• Grade levels hold Kid Talk meetings to identify and develop intervention plans for students who are performing below grade level</li> <li>• Teachers follow the CMIT/504/504 referral process to refer students who have not improved with the intervention plan</li> <li>• CMIT/504/504 meetings will be held monthly to develop or review intervention plans for students who are performing below grade level</li> <li>• Instructional specialist will be available to teachers to help plan interventions and provide materials for students who are performing below grade level</li> <li>• Special Ed Team will meet monthly to collaborate on ideas to help struggling readers</li> <li>• When planning ARDs, special ed teachers will collaborate on selecting the appropriate state tests and accommodations</li> <li>• Special Ed Teachers will pull groups during Skill Builders time to support struggling special education learners</li> </ul>	<p>Weekly grade level team meetings</p> <p>Monthly CMIT/504/504 meetings</p> <p>Monthly Special ED Team Meetings</p> <p>ARD planning as need arises</p> <p>Daily Skill Builders time</p>	<p>Grade level meeting notes</p> <p>Skill Builders Lesson Plans</p> <p>Kid Talk Notes</p> <p>CMIT/504 minutes</p> <p>ARD paperwork</p> <p>Special Ed Team Leader Notes</p>	<p>Formative Notes:</p> <p>Each grade level has a monthly Kid Talk meeting to discuss students who are performing below grade level. CMIT/504 meetings held each month</p> <p>August- Review all CMIT/504 accommodations with teachers</p> <p>Sept- 27 meetings</p> <p>October- 7 meetings</p> <p>November- 13 meetings</p> <p>December- 4 meetings</p> <p>January- 15 meetings</p> <p>February- 19 meetings</p> <p>March- 10 meetings</p> <p>April- 13 meetings</p> <p>May- 22 meetings</p> <p>Summative Notes:</p> <p>CMIT meetings result in proactive plans to help students who are performing below grade level. We have parent attendance at most of the meetings. 130 CMIT/504 meetings this year</p> <p>Special education is collaborating through the guided reading program to help improve reading performance.</p>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			They consult with teachers before writing goals for ARDS.
Proactively develop intervention plans for students demonstrating early mastery of the curriculum <ul style="list-style-type: none"> <li>• Grade level teachers identify students demonstrating early mastery of the curriculum by looking at MAP, and CogAT scores as well as student work</li> <li>• PACE PLC members will share information with their team about activities and materials that are available for students who are showing early mastery</li> <li>• PACE specialist is available to teachers to help plan interventions and provide materials for students who show early mastery</li> <li>• Grade levels will discuss intervention plans for students demonstrating early mastery at weekly grade level meetings</li> </ul>	Weekly grade level team meetings  Monthly PLC meetings	Grade level meeting notes  Skill Builders Lesson Plans  PACE PLC notes  Activities on Shared drive	Formative: We discussed using independent studies and activities on the share drive by grade level at August professional development campus days.  Each PACE PLC member shares the notes from the PACE meetings with their team during team planning each month.  Summative: Teachers are using the activities on the share drive to provide enrichment activities for students who are mastering the curriculum. One first grade teacher has this as her teacher goal for the year. Examples were presented at the SBIC meeting.
Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum <ul style="list-style-type: none"> <li>• PACE PLC will provide teachers with a grade level folder on the shared drive containing additional activities for non-PACE students to identify gifted potential as well as provide higher thinking for those students needing additional activities in the classroom setting</li> <li>• Teachers will attend two GT updates per year</li> <li>• Brainiac Board- the PACE PLC committee will develop a monthly challenge including questions, creative projects, brain teasers, and other challenges which will be posted on a bulletin board in the hallway</li> <li>• Daily Skill Builders time is built into grade level schedules for grades K-5 to work with students who are demonstrating early mastery of the curriculum</li> </ul>	Monthly PLC meetings  Brainiac Board changed monthly  Daily 30-minute Skill Builders time  Monthly staff meetings	Brainiac Board, Flyers sent home, and social media postings  Skill Builders lesson plans  GT Updates Agenda and Handouts	Formative: Brainiac- October- Red Ribbon Rap, November- turkey Launch, January/ February- Sled Design, April- Diorama of a book setting  Fall GT Update- October- SEL and Gifted Students Spring Update: March 28,2018, Motivating Underachievers, SEL focus  Summative: GT updates focused on SEL and gifted students, and motivating gifted underachievers. This training was well received by staff.

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			We are hoping to build participation in the Brainiac board challenges next year. We are averaging about 10 participants per topic.
Analyze school and classroom data to guide implementation of practices and procedures that maximize the use of instructional time to grow student achievement <ul style="list-style-type: none"> <li>• Use student data to help form groups for targeted instruction</li> <li>• Analyze PES results from last year to plan targeted instruction</li> </ul>	Review targeted instruction groups every 9 weeks Teams reviewed PES scores at September staff meeting	Skill Builders group lists  Staff Meeting agendas  Team Leader notes	Formative: Reviewing RIT scores, Plano Literacy and TPRI to place students in reading groups and other groups. Will reevaluate after MOY testing.  Review data for word study groups. 2 <sup>nd</sup> and 3 <sup>rd</sup> grade reported that all of their students improved in their word study levels from BOY to middle of the year.  Summative: Teachers review and change targeted instruction groups as needed every 9 weeks. Spelling instruction did improve with using Words Their Way per teacher reports and administrator observation.

## Critical Action 2

**Critical Action: Supplement district professional development to address school-specific needs. CL 7**

<b>Project Lead:</b>	Principal, Assistant Principal, Citizenship PLC							
<b>Staff, Title I Staff:</b>	All teaching staff and paraprofessionals							
<b>Materials and Resources:</b>	Curriculum Planner, In-service Presentations, Student Management Meeting materials and Information, Information from Changing the Odds Conference, Restorative Question Cards, Power of a Teacher books by Adam Saenz, Better Than Carrots and Sticks books, Schell Shout Out Forms, Positive Office Referral Forms							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Offer teachers and paras professional learning on Social Emotional Learning philosophy and methods so that SEL strategies will be used in the classrooms <ul style="list-style-type: none"> <li>Reinforce the purpose of the SEL lessons from the curriculum planner to ensure that all grade levels will be presenting these lessons during the first week of school</li> <li>All staff will attend beginning of the year in service with Adam Saenz and Momentous Institute Staff</li> <li>Teach staff the components of a Community Circle</li> <li>Participate in community circles at each staff meeting and team leader meeting</li> <li>Professional learning training on Punitive vs. Restorative practices for discipline</li> <li>Professional learning training on use of Restorative Questions</li> </ul>	Professional learning activities during in service  Monthly staff meetings  Monthly team leader meetings  Monthly grade level meetings	Professional Learning agendas  Staff meeting agendas  Team leader notes  Grade level meeting notes	Formative Notes: Classroom teachers are starting some form of community circles or class meetings. Community Circles will be modeled during staff and team leader meetings. Information on Punitive vs. Restorative practices and using Restorative questions was presented at 4 faculty meetings. Training was based on the book <u>Better than Carrots or Sticks</u> . Ordered 6 copies of book <u>Better than Carrots or Sticks</u> for the professional library.  Summative Notes: We conducted Community Circles during staff and team leader meetings, and at 2 SBIC meetings. Teachers seemed to like doing this and it was good modeling for them in order to implement in the classroom. Teachers are using the Restorative Question Cards and SEL strategies presented in faculty meetings.

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>														
Provide professional learning opportunities for teachers to enhance their knowledge of social emotional health <ul style="list-style-type: none"> <li>Offer a monthly book study after school covering the book <u>The Power of a Teacher</u> by Adam Saenz from October-May</li> </ul>	August: invite teachers to join book study  Monthly book study dates from October- May	Staff Emails  Book order  Book study dates and agendas  Book study sign in sheets	Formative: Offering Power of a Teacher book study by Adam Saenz for any teacher who wants to participate for PDH.  Summative: 9 staff members participated in the Power of a Teacher book study. <table border="1" data-bbox="1367 472 1976 974"> <thead> <tr> <th><u>Meeting Date</u></th> <th><u>Chapters we are discussing</u></th> </tr> </thead> <tbody> <tr> <td>November 27</td> <td>Chapter 2</td> </tr> <tr> <td>December 11</td> <td>Chapter 3</td> </tr> <tr> <td>January 22</td> <td>Chapters 4 and 5</td> </tr> <tr> <td>February 26</td> <td>Chapter 6</td> </tr> <tr> <td>March 26</td> <td>Chapter 7</td> </tr> <tr> <td>April 16</td> <td>Chapters 8 and 9</td> </tr> </tbody> </table>	<u>Meeting Date</u>	<u>Chapters we are discussing</u>	November 27	Chapter 2	December 11	Chapter 3	January 22	Chapters 4 and 5	February 26	Chapter 6	March 26	Chapter 7	April 16	Chapters 8 and 9
<u>Meeting Date</u>	<u>Chapters we are discussing</u>																
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December 11	Chapter 3																
January 22	Chapters 4 and 5																
February 26	Chapter 6																
March 26	Chapter 7																
April 16	Chapters 8 and 9																
Offer teachers and staff training on the use of positive recognition strategies to improve behavior <ul style="list-style-type: none"> <li>Train staff on the use and implementation of Schell Shout Outs for positive behaviors</li> <li>Train staff on the use and implementation of Positive Office Referrals to recognize student growth in positive social behavior</li> <li>Start a Walk of Fame every 9 weeks for students who are recognized as Citizen of the Week. Students and staff will gather in the hallways, and</li> </ul>	Training at beginning of the year in-service  Monthly staff meetings	In-service agendas  Staff meeting agendas  Emails regarding training	Formative: August- training for staff from the Citizenship team on how to implement Shell Shout Outs and Positive Office Referrals on 8/17. Mrs. Heter sent out a schedule for Schell Shout Outs to all of the staff on 8/22. Teachers began implementing Schell Shout Outs and Positive Office referrals during the Fall semester. Walk of Fame Schedule <ul style="list-style-type: none"> <li>Friday, December 1</li> <li>Friday, February 2</li> <li>Friday, March 9</li> <li>Friday, April 20</li> <li>Wednesday, May 23</li> </ul> Summative: Schell staff really embraced these positive recognitions for students. We had close to 500 Schell														

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			Shout Outs given out, and 15 Positive Office Referrals. Approximately 288 students walked each 9 weeks in the Walk of Fame for a total of approximately 1,152 students recognized.

### Critical Action Addressing Missed State Safeguards

**Critical Actions to Address Missed State Safeguards:**

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>		<b>Principal</b>						
<b>Staff, Title I Staff:</b>		<b>Classroom Teachers, Instructional Specialist, ESL Specialist</b>						
<b>Materials and Resources:</b>		<b>Curriculum Planners, Words Their Way materials, Guided Reading materials, Edugence, CMIT/504materials</b>						
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

**Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:**

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
Proactively develop intervention plans for students performing below grade level <ul style="list-style-type: none"> <li>• Grade level and special education teachers identify students performing below grade level by looking at MAP, TPRI, IEPs, and Plano Literacy data</li> <li>• Grade levels hold Kid Talk meetings to identify and develop intervention plans for students who are performing below grade level</li> <li>• Teachers follow the CMIT/504/504 referral process to refer students who have not improved with the intervention plan</li> <li>• CMIT/504/504 meetings will be held monthly to develop or review intervention plans for students who are performing below grade level</li> <li>• Instructional specialist will be available to teachers to help plan interventions and provide materials for students who are performing below grade level</li> <li>• Special Ed Team will meet monthly to collaborate on ideas to help struggling readers</li> <li>• When planning ARDs, special ed teachers will collaborate on selecting the appropriate state tests and accommodations</li> </ul>	Weekly grade level team meetings  Monthly CMIT/504 meetings  Monthly Special ED Team Meetings  ARD planning as need arises  Daily Skill Builders time	Grade level meeting notes  Skill Builder Lesson Plans  Kid Talk Notes  CMIT/504 minutes  ARD paperwork  Special Ed Team Leader Notes	Formative Notes: Formative Notes: Each grade level has a monthly Kid Talk meeting to discuss students who are performing below grade level. Number of CMIT/504 meeting per month August- Review all CMIT/504 accommodations with teachers Sept- 27 meetings October- 7 meetings November- 13 meetings December- 4 meetings January- 15 meetings February- 19 meetings March- 10 meetings April- 13 meetings May- 22 meetings  Teachers did identify students in special education who are economically disadvantaged and performing below grade level.  Summative Notes:

<b>Action Step</b> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<ul style="list-style-type: none"> <li>Special Ed Teachers will pull groups during Skill Builders time to support struggling special education learners</li> <li>Grade level teachers will identify those students in special education and who are economically disadvantaged who are performing below grade level</li> </ul>			<p>CMIT meetings result in proactive plans to help students who are performing below grade level. We have parent attendance at most of the meetings. 130 CMIT/504 meetings this year</p> <p>Special education is collaborating through the guided reading program to help improve reading performance. The consult with teachers before writing goals for ARDS.</p>
<p><b>SW #17 - Provide proactive support for students performing below grade level</b></p> <ul style="list-style-type: none"> <li>Tier 2 interventions will be given in the classroom for students who are performing below grade level</li> <li>Skill builders time will be used during the day to focus on small group activities for those performing below grade level</li> <li>Tier 3 interventions will be provided by the Instructional specialist and ESL specialist for those students who need it</li> <li>Special education teachers will implement the student’s IEP to help with identified goals</li> </ul>	<p>Tier 2 and 3 data updated no less than every two weeks</p> <p>Weekly Skill Builder plans</p> <p>Annual ARD meetings</p> <p>ARD meetings as the need arises</p>	<p>Tier 2 and 3 data on Edugence</p> <p>Skill Builders plans</p> <p>Tier 3 data</p> <p>IEPs</p>	<p>Formative: August- Each grade level developed a procedure for how they would do Skill Builders tutoring. Instructional and ESL specialists see Tier 3 children for instruction throughout the day and during Skill Builders. Special education teachers are seeing children from their grade levels during Skill Builders, and also provide intervention throughout the day.</p> <p>Summative: Throughout the grade levels we reduced the number of Tier 2 students from BOY to EOY.                      BOY- 161 MOY- 145 EOY- 130                      Special Ed Intervention grades by teacher- Daniel- K-2, Croy- 3-4, Murphey- 4-5</p>
<p><b>SW #17 - Provide academic support aligned with the district curriculum</b></p> <ul style="list-style-type: none"> <li>All grade levels will utilize the Word Study approach in language arts and follow the Words Their Way word sorts</li> <li>All grade levels will utilize the guided reading materials provided by the district and will participate in a monthly book study of Jan Richardson’s The Next Step to improve guided reading strategies</li> </ul>	<p>Weekly lesson plans for Word Study</p> <p>Weekly lesson plans for guided reading</p>	<p>Lesson plans for Word Study</p> <p>Lesson plans for guided reading</p> <p>Guided reading book study plans</p>	<p>Formative: All grade levels are using the Word Study approach and the word sorts. A few teachers chose this as their goal.</p> <p>Summative: Teachers reported that they had success with the Word Study. It was labor intensive at first making all of the materials for the word sorts. They would like more copies per team of the resource book.</p>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
	Monthly guided reading book study	from Google Classroom	
<b>SW #17 - Evaluate the effectiveness of student interventions</b> <ul style="list-style-type: none"> <li>• Grade level teams will evaluate the effectiveness of student interventions by examining learning data monthly</li> <li>• Kid Talk meetings will be held on each grade level monthly to evaluate student interventions</li> <li>• CMIT/504 meetings will be held to review intervention plans</li> <li>• IEP progress reports are sent home to parents every 9 weeks to update progress on special education students' interventions</li> <li>• Interventions that are not getting results will be stopped</li> </ul>	Monthly grade level meetings and Kid Talks Monthly CMIT/504 meetings and CMIT/504 meetings that occur as need arises  Nine week IEP progress reports	Notes from grade level meetings  Grade level Kid Talk binder  CMIT/504 folders  IEP progress reports	Formative Notes: Each grade level has a monthly Kid Talk meeting to discuss students who are performing below grade level. Number of CMIT/504 meeting per month August- Review all CMIT/504 accommodations with teachers Sept- 27 meetings October- 7 meetings November- 13 meetings December- 4 meetings January- 15 meetings February- 19 meetings March- 10 meetings April- 13 meetings May- 22 meetings  Summative Notes: CMIT meetings result in proactive plans to help students who are performing below grade level. We have parent attendance at most of the meetings. 130 CMIT/504 meetings this year Special education sent home progress reports every 9 weeks and hold ARDS a minimum of one time per year to update student progress and create new learning goals. Looking at our Gap Analysis from the 5 <sup>th</sup> grade first administration of STAAR it did show that our economically disadvantaged students did score higher than the district average, but our special education students are still performing below the district average for reading.
<b>CL #13 - Provide tutorials that target specific objectives</b>	Daily Skill Builder time	Skill Builder lesson plans	Formative: August- Each grade level developed a procedure for how they would do Skill Builders tutoring.

<b>Action Step</b> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<ul style="list-style-type: none"> <li>Skill Builders time will be used daily to target specific objectives for those performing below grade level</li> <li>Immigrant money will be utilized to hire a teacher to tutor ESL students during the day who are performing below grade level</li> </ul>	ESL Tutoring Spring Schedule	ESL Tutoring plans	Instructional and ESL specialists see Tier 3 children for instruction throughout the day and during Skill Builders. Special education teachers are seeing children from their grade levels during Skill Builders, and also provide intervention throughout the day. Some teachers in the older grades 3-5 did see students for tutoring before and after school based on their students needs.  We hired a retired teacher to work with our immigrant students 2 days a week from February- April. She worked with students in grades K-5 who meet the immigrant criteria. She saw 25 students in small groups based on need.  Summative: Throughout the grade levels we reduced the number of Tier 2 students from BOY to EOY. BOY- 161 MOY- 145 EOY- 130 Special Ed Intervention grades by teacher- Daniel- K-2, Croy- 3-4, Murphey- 4-5
<b>CL #13 - Train and use peer tutors to support student</b> <ul style="list-style-type: none"> <li>Explore the use of peer tutors in the classrooms</li> <li>Conduct a survey to determine who is using peer tutors</li> <li>Ask teachers who are using peer tutors how they train and use them</li> <li>Explore with the faculty using peer tutors in the classroom</li> </ul>	Fall survey for use of peer tutors  Monthly staff meetings	Fall survey results  Staff meeting agendas	Formative: We discussed the use of peer tutors at our first SBIC meeting on October 2. The teachers had some concerns about it as far as confidentiality. So we decided to explore this a little further before implementing a formal program.  Summative: Grade levels do use peer helpers in certain situations to help struggling students, but we did not implement any kind of formal program.
<b>CL #14 - Seek support from team members to assist students performing below grade level</b> <ul style="list-style-type: none"> <li>Team members will support each other by sharing ideas to help student performance at monthly Kid Talk meetings and at other informal meetings</li> </ul>	Monthly Kid Talk Meetings  Informal meetings with team members	Grade level Kid Talk binders  Notes from informal meetings	Formative: Each grade level has a monthly Kid Talk meetings to discuss students who are performing below grade level. Teams support each other and share ideas throughout the year.  Summative: Data is kept in a binder on each grade level. Overall we did reduce the number of Tier 2 students we

<b>Action Step</b> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
	as the need arises		had throughout the year, so we think this support was successful.
<b>CL #14 - Seek support from multiple staff members</b> <ul style="list-style-type: none"> <li>Grade levels will consult with specialists in the building to plan support for students performing below grade level. Specialists may include Instructional specialist, ESL specialist, counselors, and administrators.</li> </ul>	Consultations as the need arises	Consultation notes/emails	Formative: Instructional, ESL specialists along with our counselors met with teams in August to see how they could support staff members. Administrators meet with grade level teams each month to provide support to teams and check on any needs they might have.  Summative: Administrators attended team meetings on the following dates: Sept. 5, Oct. 3, Nov. 7, Dec. 5, Jan. 9, Feb. 6, March 6, April 3, May 1
<b>CL #14 - Seek support from parents</b> <ul style="list-style-type: none"> <li>Ask for parent input on our campus plans from parents on our SBIC</li> <li>Examine the ways teachers are communicating with parents regarding specific support parents can provide for students who are not mastering the curriculum. Study the examples teachers provide. Share the results with teachers and ask teams to discuss the results.</li> <li>Have each team discuss how they could most effectively solicit support. Include the following characteristics                             <ul style="list-style-type: none"> <li>Prompt communication- as soon as the student begins to struggle</li> <li>Specific- about the exact learning that needs reinforcement</li> <li>Informative- thorough details regarding the tools available to parents</li> </ul> </li> </ul>	Tri annual SBIC meetings  Fall discussions regarding parent communications  Monthly faculty meetings	SBIC notes  Notes from discussions regarding parent communication  Faculty meeting agendas	Formative: At our first SBIC meeting on October 2, we discussed with parents how grade levels could best inform them of Tier 2 progress and other academic concerns. Parents gave us good input on what they would like to see. Most agreed that an email or Google classroom would be best. Each SBIC grade level member went back to their teams and worked on a format to deliver this information to parents each 3 times per year or more frequently. At our January 29 meeting each grade level presented their plan for communication. The plans were well received by the committee.  Summative: Teams utilized the forms they created to communicate progress for Tier 2 to parents at MOY and EOY. At our May 21 SBIC meeting Ms. Tsai presented to the committee examples of how she communicates with parents using Google Classroom.

## Health, Fitness and Attendance

**Critical Action:** The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

**Strategies for Accomplishing Health, Fitness and Attendance Critical Action:**

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>COORDINATED SCHOOL HEALTH:</b>				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	<p>Formative Notes: Nurse Lam and Coach Phipps serve as our Wellness Captains. They established goals and decided to continue the Walk and Talk in May before STAAR, and we are going to start a Running Club for staff and students in January. In addition to Fruity Friday, Nurse Lam is adding Veggie Wednesday to encourage students to bring a vegetable snack on Wednesday this will start in the spring. PTA will also sponsor a 5k and Fun Run for families and staff in the fall.</p> <p>January 2018- The team shared with staff the details of the Running club. It will run from January to end of April.</p> <p>January 18- Letters went home to parents to sign up for Running Club. PTA agreed to fund Running Club and help with the t-shirt purchases.</p> <p>Summative Notes: Fruity Friday had about 50% of students participate for each class.</p> <p>Veggie Wednesday started in January and we had an avg. of 25% of students participate for each class. We hope this will grow next year.</p> <p>Nurse Lam provided monthly fruit or veggie tasting parties for the class with the highest percentage participating. Students tasted pomegranate, Asian pears, Jicama, and edamame.</p> <p>Around 120 1-5 grade students participated in Running Club, 10 parents joined to help as monitors, and about 20 staff members participated. It was a big success.</p> <p>October 21- We had the Schell 5K and Fun Run at Breckinridge Park over 200 parents, students, and staff participated.</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	We do have a parent on the Wellness team.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	<p>Formative: The PE department had use of a classroom 2-3 days of week. It was a shared space with our part time counselor.</p> <p>Summative: PE did teach appropriate lesson from the health curriculum. They started a word wall to learn health related vocabulary words. They utilized a projector to help with the health lessons. Observations by administrators ensure that all components of the Coordinated School Health program are implemented.</p>
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	<p>Formative: School Nurse maintains a bulletin board for students in her office, and one for staff in the lounge area. Coaches have a bulletin board outside the gym. These bulletin boards are changed every few months to reflect relevant topics.</p> <p>Summative: Some of the topics have been posted on the bulletin boards are: heart health, dental health, handwashing tips, field day skills, anti-drug use for red ribbon week, sugar content in drinks, cold and flu information, germs and summer goal setting.</p>
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	<p>Formative: Information is shared through e news, and social media.</p> <p>Summative: Our Nurse started providing articles and health related information for parents that was shared on the Schell Facebook page approximately one time per month.</p>
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	PE staff conducts fitness tests in the fall beginning 9/16.
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Summative: Fitness gram data was entered after testing was complete, and fitness report cards are sent to parents.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Formative: Our PE classes do maintain vigorous physical activity for over 50% of the PE class period. This is confirmed through observations by the administrators.  Summative: Documentation of this includes over 20 walkthroughs completed during PE, plus two 45 minute observations of PE teachers.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	We do not have access to heart rate monitors so the PE coaches teach the children to calculate their heart rate manually. There was a visual display in the gym to help students with this. The students do get to use pedometers.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Our PE teachers are following the curriculum and have the students active for the majority of the class time. This is confirmed through observations by the administrators.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	August 2017- Our schedule has in place 20-30 minutes of recess for each grade level before or after lunch. All grade levels allow for unstructured play during recess. 5 <sup>th</sup> grade uses part of the recess time for DEAR so they have a 20-minute recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Observations and walkthroughs show that teachers are using brain breaks throughout the day across the grade levels especially in grades K-3. They use Brain Pop and Go Noodle for brain breaks.
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <ul style="list-style-type: none"> <li>• Start Attendance BIP for students who show problems</li> <li>• Send out letters to parents to warn them about excessive absences and tardies</li> </ul>	Assistant Principal	Pinnacle, Attendance Sheet	Formative: We completed 4 attendance BIPs for students this year. Letters are sent out 2 or 3 times per semester for excessive absences and tardies. Phone calls are made to parents as needed. Parents are invited to the district's I'm Present class as a second warning. We also discuss truancy with parents during CMIT, 504, and ARD meetings as needed.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Conduct Attendance BIP meetings for students with chronic attendance problems			Summative: Warning letters- 37 warning letters were sent out in the fall semester, and 42 warning letters were sent out in the spring semester. About 20 families were referred to the I'm Present Class and 10 families attended.

## Violence Prevention and Bullying

**Critical Action:** VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>PREVENTION:</b>			
	Identify high risk areas. <ul style="list-style-type: none"> <li>August 2017 administrators met and discussed needs for duties to monitor high risk areas.</li> <li>Discussed with team leaders during August meeting.</li> </ul>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Leadership team met in August and discussed monitoring schedule and where the needs were. Duty schedule put in place and sent out week of August 14.  Summative Notes: May 24- At team leader retreat we discussed rotating the duties in a different way so that everyone did some outside duty in the morning. So these changes may be made for next year's duty schedule.
	Monitor high risk areas. <ul style="list-style-type: none"> <li>Duty schedule was created in August, and is continually monitored by administrators.</li> </ul>	Principal Designee	Staff assignments/schedule	Formative: Duty schedule put in place and sent out week of August 14.  Summative: May 24- At team leader retreat we discussed rotating the duties in a different way so that everyone did some outside duty in the morning. So changes may be made for next year's duty schedule. Most teachers stand at their doors during arrival to ensure that students are safe in the hallways and enter the classrooms in an appropriate manner.
	Follow Campus Rules/Expectations. <b>(Required)</b> <ul style="list-style-type: none"> <li>Announcements are made to discuss relevant behavior issues.</li> <li>Citizenship PLC Planned positive recognition activities.</li> <li>Continue Schell Character traits program called Coyote Kid</li> </ul>	Principal	Code of Conduct, District Handbook Campus Handbook	Formative: August- training for staff from the Citizenship team on how to implement Shell Shout Outs and Positive Office Referrals on 8/17. Mrs. Heter sent out a schedule for Schell Shout Outs to all of the staff on 8/22. Teachers began implementing Schell Shout Outs and Positive Office referrals during the Fall semester. We also began the Walk of Fame to have a campus recognition for students selected as Student of the Week in their classroom. Walk of Fame Schedule <ul style="list-style-type: none"> <li>Friday, December 1</li> </ul>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> <li>• Friday, February 2</li> <li>• Friday, March 9</li> <li>• Friday, April 20</li> <li>• Wednesday, May 23</li> </ul> <p>Summative: Schell staff really embraced these positive recognitions for students. We had close to 500 Schell Shout Outs given out, and 15 Positive Office Referrals. Approximately 288 students walked each 9 weeks in the Walk of Fame for a total of approximately 1,152 students recognized.</p>
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <ul style="list-style-type: none"> <li>• Staff will complete online training through Safe Schools by December 16, 2017 for sexual harassment, sexual misconduct, general ethics, child abuse, and suicide.</li> <li>• Counselors presents anti-bullying information during August in-service</li> </ul>	Principal or designee	Handouts/PowerPoint	<p>Formative: Reminders are sent out to complete the training. Counselors presented training during August 16 campus professional learning day for anti bullying, suicide, and child abuse.</p> <p>Summative: Staff completed training by December 16, 2017</p>
	Review referral process. <ul style="list-style-type: none"> <li>• Citizenship PLC reviewed positive behavior plan during September meeting and each member shared information with their grade levels.</li> </ul>	Principal or designee	Campus referral plan	<p>Formative: Citizenship PLC met in August to finalize plans for positive behavior implementation and those members shared with their teams.</p> <p>Summative: We had close to 500 Schell Shout Outs given out, and 15 Positive Office Referrals. Approximately 288 students walked each 9 weeks in the Walk of Fame for a total of approximately 1,152 students recognized.</p>
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <ul style="list-style-type: none"> <li>• Citizenship PLC reviews intervention process at the Sept. PLC meeting</li> </ul>	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>Formative: Citizenship PLC met in August to finalize plans for positive behavior implementation and those members shared with their teams.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<ul style="list-style-type: none"> <li>Grade levels develop plans for their students</li> </ul>			Summative: Citizenship team met monthly to discuss the progress of intervention strategies.
	Implement campus referral plan. <ul style="list-style-type: none"> <li>Referral plan is in place for students</li> <li>Teachers will complete referral forms as needed</li> </ul>	Principal or designee	Campus Referral Plan	Formative: Referral plan was discussed during August 16 inservice.  Summative: Teachers follow referral plan for students and complete any needed forms for administrators.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Formative Notes: Classroom teachers are starting some form of community circles or class meetings. Community Circles during staff and team leader meetings. Information on Punitive vs. Restorative practices and using Restorative questions was presented at 4 faculty meetings. Training was based on the book <u>Better than Carrots or Sticks</u> . Ordered 6 copies of book <u>Better than Carrots or Sticks</u> for the professional library.  Summative Notes: We conducted Community Circles during staff and team leader meetings, and at 2 SBIC meetings. Teachers seemed to like doing this and it was good modeling for them in order to implement in the classroom. Teachers are using the Restorative Question Cards.

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <ul style="list-style-type: none"> <li>Positive Behavior Plan developed by Citizenship PLC</li> <li>Teachers taught expectations to students during first week of school</li> </ul>	Principal or designee	Code of Conduct/ Student-Parent Handbook	Formative: Classroom teachers are starting some form of community circles or class meetings.  Summative: We greatly reduced the number of students who received days for out of school suspensions from 5 days in 2016-2017 to 1 day in 2017-2018.
	Monitor high risk areas. <ul style="list-style-type: none"> <li>Duty schedule was created in August, and is continually monitored by administrators.</li> </ul>	All staff	Schedule (if necessary)	Formative: Duty schedule put in place and sent out week of August 14. We added more coverage in the cafeteria for breakfast during free breakfast weeks that coordinate with STAAR.  Summative: Adding more supervision during these weeks has helped with behavior during breakfast.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	The referral plan is explained to students by each grade level teacher during the first week of school. Each team meets in August before school starts and agrees how they will implement the process.
<b>All Students</b>	<b>INTERVENTION:</b>			
(Please complete cells below)				
	Apply classroom interventions.	All teachers	Teaching Staff/Citizenship PLC goals and plan	Formative: Classroom teachers are starting some form of community circles or class meetings. Restorative Question cards were purchased and shared with all staff members to wear on their badge.
	Employ discipline interventions.	Designated staff	Teaching Staff/Citizenship PLC goals and plan	Grade level teachers implement discipline strategies and consult with counselors and administrators as needed.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Teaching Staff/CMIT TEAM/Citizenship PLC goals and plan/ Grade level positive reinforcement	Formative: Information on Punitive vs. Restorative practices and using Restorative questions was presented at 4 faculty meetings. Training was based on the book <u>Better than Carrots or Sticks</u> . Ordered 6 copies of book <u>Better than Carrots or Sticks</u> .

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			plans/IEPs and Behavior Plans	for the professional library.
	Conference with parents/students.	Teachers or other staff	Teaching Staff, Administrators, Counselors	<p>Formative: All teachers conference with parents in October. Grades K-2 have two other conference days with parents in February and May.</p> <p>Summative: Conferences were held as scheduled. Other conferences throughout the year were scheduled as needed.</p>

## Parent Involvement

**Critical Action:** The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.</p> <p><b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b></p>	<p>Staff to help parents with Parent Portal/ Laptop Computers/eNews system</p>	<p>August 2017 computers were available for parent use at back to school nights. Computers are available throughout the year as parents enroll.</p>	<p>Formative Notes: Schell CTA set up lap tops to be used during August registration. Staff was available to assist. First few weeks of school paper copies of information were provided to a few parents who could not access parent portal online.</p> <p>Summative Notes: Computers were used during registration and back to school events. Throughout the year paper copies of information is sent home for parents who don't have computer access. Computers are always available to parents who come in and register throughout the year.</p>
<p>Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.</p> <p><b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b></p>	<p>Teachers/Office Staff/ email and other communication with parents</p>	<p>August 2017, and as need arises when new students enroll</p>	<p>Teachers identify these families at the first of the year and send home paper copies of information for them. We did not use the District Mobile Technology Lab, but did provide parents access to computers on campus as needed.</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.</p> <p><b>Funding source: State and Local</b></p>	<p>CTA/Teachers/Computers</p>	<p>CTA updated the website in August and will continue to do so throughout the year</p>	<p>CTA updated the website in August with new staff pictures, and continued to update it with new information throughout the year.</p>
<p>Communicate information through eNews and through hard copies when internet access is not available.</p> <p><b>Funding source: State and Local</b></p>	<p>CTA/Computers/eNews system</p>	<p>eNews is sent out weekly</p>	<p>CTA sends out eNews weekly on each Thursday. We share information from Schell and district events that might be relevant and interest our families. We also send additional enews for urgent issues as needed throughout the year.</p>
<p>Utilize social media to keep parents and community informed.</p> <p><b>Funding source: State and Local</b></p>	<p>Assistant Principal/Computers/Social Media Platforms</p>	<p>Twitter and Facebook are updated several times a week</p>	<p>Assistant principal updates Facebook posts weekly. We do not have many parent followers on Twitter, but our staff tweets using the #SchellSucceeds. Teachers send in pictures with</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			learning activities occurring in classroom throughout the year that are posted on our Facebook page. We also post upcoming events and reminders for parents.
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.  <b>Funding source: State and Local</b></p>	<p>Monthly PTA board meetings/Conference Room/Meeting Notes</p>	<p>June 2017 PTA President met with Administrators to plan for the upcoming year.                      Monthly PTA Board Meetings are planned for 2<sup>nd</sup> Friday of the month</p>	<p>June 23, 2016 PTA President met with Administrators to plan for the upcoming year.                      PTA Board Meetings held: 8/11, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13, 5/11</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).  <b>Funding source: State and Local</b></p>	<p>PTA members/ Schell Staff/ Plano ISD Parent Education Department/Choir Materials</p>	<p>Parent Breakfast on August 21                      October 21 Fun Run/5K                      Veteran’s Day Program                      Fall and Spring Parent Education programs                      Math Night November 2017                      Literacy Night in April 2018                      Multicultural Week in the spring                      Choir and Grade Level Programs in the fall and spring                      PISD Monthly parenting programs shared on social media and in eNews monthly</p>	<p>Parent breakfast was held on August 21. Our other events were very well attended by parents and students. We had over 200 staff, parents and students participate in the Fun Run/5k. We had over 300 parents attend our math and literacy nights.                      Every month PISD parenting programs were shared on Facebook and through Enews.                      Choir programs are very well attended and usually standing room only.</p>

### State Certified Teachers and Highly Qualified Paraprofessionals

**Critical Action:** The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	Operating Fund, HR Budget, Campus/Curriculum Budget

**Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Formative Notes: Principal will consult with Human Resources regarding recruitment trips Summative Notes: Principal attended a recruiting trip at TCU on March 27.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	Schell had a team go to the April PISD job fair. We used these applicant resumes to start searching for candidates to interview for openings for next year.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Schell's speech pathologist did have an intern in the fall and spring semester from UTD.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	Staff has attended ongoing professional learning from the Professional Learning and Curriculum departments at the district level as required and during campus staff development. Our professional learning focus this year has been guided reading, and SEL strategies. Information on these topics was presented monthly at staff development meetings.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	Schell administrators attended HR training April 25, and began implementing the new requirements for hiring. All members of the interview team for grade level teachers completed the training, and signed the confidentiality agreement.