



**Plano Independent School District
Campus Improvement Plan**

Schell Elementary School

5301 E. Renner Road

Plano, TX 75082

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

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

Campus Information

Administration Team

Principal, Jeanne Beall

Assistant Principal, Deborah Bonner

About Us

Schell Elementary serves Plano ISD students in Kindergarten through 5th grade. Our namesake is Alexander Robertson Schell who moved to Plano in 1921. He married Irene Schimelpfenig, the youngest child of Fred and L.E.R. Schimelpfenig. Mr. Schell is remembered by family and friends as gregarious. He met many people in the community through his insurance company and his many civic clubs and associations. His legacy continues through his family, and his impact on the community lives on. His grandson, Jamie Schell, is a frequent visitor to Schell and also active in the community.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/27/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 03:30 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Marsha Hyde	Faculty Member	2017	X	X	X
Amy Adams	Faculty Member	2018	X		X
Niki Young	Faculty Member	2018	X	X	X
Cara Bogardus	Faculty Member	2018	X	X	X
Shvuel Ribak	Faculty Member	2018	X		X
Sarah Jancan	Faculty Member, Special Ed	2018	X	X	X
Jeanne Beall	Principal	2011	X	X	X
Susan Modisette	District Professional	2018			
Deborah Bonner	Campus Professional, Non-teaching	2015	X	X	X
Amanda Heter	Support Staff Member	2014	X	X	
Elisa Ford	Parent-Selected by PTA	2018	X	X	X
Geonte' Ratliff	Parent-Selected by Principal	2017	X		X
Greg Nicholson	Parent	2017			X
Barbara Munoz	Parent	2018	X		
Jessica Barnes	Parent	2018	X		X
Beenish Memon	Parent	2018			
Debi Cook	Community Member	2017			
Felicia Hammons	Community Member	2018	X		X
Nina Billingsley	Business Representative	2017	X	X	X
Michelle Brown	Business Representative	2018	X		
Emily Soheili	Faculty Member	2018	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jacque Sullins	Faculty Member	2018	X	X	
Leslie Tyson	Faculty Member	2017	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$104,496.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1.5 staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Our current demographics represent ~ 55% Asian, 24% White, 9% African American, 7% Hispanic, and 5% Two or more races. We have ~ 19% Economically Disadvantaged, 22% ELL, 8% Special Education, and 9% Mobility Rate. This demographics representation typically has a high rate of academic success. The parents are supportive of their children’s academics. The teacher/student ratio is kept low within the range that is allowable by state standards. Our at-risk list is comprised of mostly LEP students that exit ESL services completely by second grade. Our immigrant numbers are also comprised of students with high academic success expectations. We do not have students that have been sent to either a BSC or Special Programs.</p>	<p>Recently, we have seen an upturn in the following groups: Economically Disadvantaged, Hispanic, Two or more races, and Mobility Rate. Behavior issues have risen within the building, as well. When these changes occur, staff adjustments need to be made to teach students differently. Performance has dropped with regard to STAAR scores the past two years.</p>	<p>While we are not able to change the students that enroll in our schools, we can and need to address the way we teach the changing demographics. What worked with one demographic doesn’t work with the other. Changing the mindset and providing training to staff members is key.</p>
Student Achievement	<p>According to MAP, math across the school was a stronger area than reading overall with grade levels doing a good job targeting their lowest quintile (lowest 20%). Our STAAR scores were pretty comparable to last year in</p>	<p>According to MAP, reading was an area of need where students in quintile 1 and 5 (highest 20% and lowest 20%) were the lowest achievers. According to the STAAR gap analysis, our Special Education, Monitored Year 1, and</p>	<p>Most of our Monitored Year 1 students are also our "bubble students" for math and science. These seem to be the students where we need to focus our reading instruction in order to boost vocabulary to address all subjects. We</p>

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	<p>Reading, Math, and Science all with a success rate of over 80%.</p>	<p>current ESL students were lower but varied by grade level. Monitored Year 1 students were more significantly lower than the district overall. Other demographic groups we are concerned about for reading would be economically disadvantaged. Our writing scores on 4th grade STAAR dropped to 79%, so improving our writing instruction will be a priority.</p>	<p>also see lower reading performance in our Special Education, ESL and Economically Disadvantaged students. We will target instruction for these groups.</p>
<p>School Culture and Climate</p>	<p>Every homeroom teacher is very aware of standing outside their classroom door to monitor the hallways and greet students. We implemented the Spirit of Schell Award, we all really like it and think it is a great encouragement.</p>	<p>We need an extra person by the 4th/5th grade hallway in the mornings to help monitor. Make expectations more kid friendly: making a video of modeling behavior (show on announcements) and possibly share on Facebook, have visual supports such as pictures paired with list of rules. Have a student stationed outside each classroom as a morning "greeter" (a weekly job). Send out a survey asking staff how they would like to be recognized for their hard work/achievements: note in their box, email, announcements (some people might not want to be recognized so publicly). In the morning announcements, highlight a staff member of the day (teachers, paraprofessionals, custodians, cafeteria, officers, etc.) to learn more</p>	<p>We are revising the duty schedule to place an extra person by the 4th/5th grade hallway in the mornings to help monitor. In the morning announcements, highlight a staff member of the day (teachers, paraprofessionals, custodians, cafeteria, officers, etc.) to learn more about them. Make expectations more kid friendly: making a video of modeling behavior (show on announcements) and possibly share on Facebook, have visual supports such as pictures paired with list of rules. Have a student stationed outside each classroom as a morning "greeter" (a weekly job)- 5th grade is going to implement this to start the year.</p>

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		about them. *Instead of a leave at 3pm pass, maybe an arrive late (like 7:35-7:40) pass for rewarding the staff.	
Staff Quality/ Professional Development	Retention is a strength - we have had the majority of the same staff for the last 11 years. Staff feels supported within their teams. Student population is a benefit to teachers in their behavior, academics and motivation Parent support is also a benefit that allows staff to feel respected and want to stay.	Better mentor program - for new teachers, grade level switched teachers mentor needs to be not on team leader - needs another voice to hear/visit with form a "core team" of experienced teachers to use as sounding board or advisers for needs within the staff Professional Learning - have teams look at data to help determine what PL they might need PL needs to be applicable or provide alternatives to those that might not use it. Train the trainers need time to put together their training Use surveys to identify areas of growth need for staff and differentiate that training Utilize round table discussions that are facilitated by "schell experts" within a topic to provide PL EX: someone that attended a special training, found a great resource to use and implement, or is identified as outstanding in an area will lead a group discussion - but those people need plenty of advance warning that they will be doing this	Professional Learning - have teams look at data to help determine what PL they might need PL needs to be applicable or provide alternatives to those that might not use it. Train the trainers need time to put together their training Use surveys to identify areas of growth need for staff and differentiate that training Utilize round table discussions that are facilitated by "schell experts" within a topic to provide PL EX: someone that attended a special training, found a great resource to use and implement, or is identified as outstanding in an area will lead a group discussion - but those people need plenty of advance warning that they will be doing this Might also have "freestyle" round tables based on subject areas that are not "led" but collaborative Develop a survey to see how staff would like to be recognized.

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		<p>Might also have "freestyle" round tables based on subject areas that are not "led" but collaborative</p> <p>New interview process - staff doesn't feel like they get to know the person/ don't like that all schools have same questions across the district. Don't feel the rubric is objective but would like a list of questions to refer to if needed and would like to have the ability to ask questions about the resume/ background etc</p> <p>Staff recognition - staff needs to be recognized for effort (needs to be authentic not forced) and feel like they are appreciated in more than a blanket "reward" The shout outs are great in FFF but many feel like we forget to email or see the same names over and over</p> <p>Staff should have a way to respond with their "love language" and how they would like to be recognized or appreciated</p>	
<p>Curriculum, Instruction, Assessment</p>	<p>School wide awareness of Brainiac challenges</p> <p>Using MAP, TPRI, IEPs, and Plano Literacy Data to identify students performing below grade level</p>	<p>We would like to increase Special Education teacher presence in grade level planning</p> <p>Work on ways to increase participation in Brainiac challenges</p>	<p>Increase Special Education presence in grade level planning</p> <p>Ensure Words Their Way (Word Study) is used in all classrooms. All grade levels need to move away from the standardized list of spelling words.</p>

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	<p>In Kid Talk meetings, be more specific in identifying target skills rather than just “reteaching”</p> <p>Word study is going on in all classrooms</p> <p>Economically disadvantaged students performed higher than district average on 5th grade STAAR this was an improvement based on targeted instruction for this group.</p> <p>We reduced number of Tier 2 students from BOY to EOY</p>	<p>Ensure effective use of Words Their Way in all classrooms</p> <p>Special education is performing below district average on reading STAAR so we will target instruction for this group.</p>	
Family and Community Involvement	<p>We have many wonderful programs to get our parents involved at Schell. Our music teacher does great performances throughout the year with Honor Choir, Kindergarten, 4th and 5th grade. Our PTA sponsors Watch DOGS Pizza Night and Pancake Breakfast, the Schell 5K and Fun Run, and the new Schell Running Club. PTA also provides a Book Fair twice a year for our students and families. Our academic collaborative teams organize a math night in the fall and literacy night in the spring as well as activities for Multicultural Week. Our counselor arranges a minimum of two parent programs per year to help our families improve. Our teachers and</p>	<p>We would like to gear our family and community programs more towards what parents would like rather than what the staff members want. So we will work on ways to gather input from parents on what programs would be beneficial for our families. We would like to start a group on Facebook so we can share documents through social media to be more helpful to parents. We find a lot of our parents don't subscribe to eNews (642) but just a little over half that are subscribed actually open the document to read it.</p>	<p>Our priority is to do some parent surveys to get input from our families on what programs they are most interested in and that will best help them.</p> <p>We started a parent group page and will post documents and handouts for parents there as well as eNews.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	librarian utilize parent volunteers to help with tasks at school.		
School Context and Organization	The district does a great job providing parameters and guidelines of time allotments for each subject for us to know what is expected of us. In addition, discretionary time is given to meet the needs of individual students and groups.	Teachers need more opportunities to be heard regarding making school wide decisions.	More focus needs to be put on giving teachers the opportunity for their voices to be heard on a wider range of topics and decisions.
Technology	Staff does a great job utilizing various programs and websites for student learning. For example google classroom, gonoodle, kahoot, morning announcements, google slides, discovery tech book, youtube are widely used in the classroom. Our CTA is very proactive and responsive to any technology needs the campus has.	We need more computers, iPads, for 1 to 1. Trainings/tutorials for programs and websites to maximize efficiency. Contingency for when internet goes down. Trainings on how to use technology hardware. It is hard for our current 4th graders who were used to having 1:1 Chromebooks last year to be without them this year.	Completing our 1:1 chromebooks is our first priority.

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform Schools PLC process.
Root Cause and Strategy	a) We will address the lack of knowledge of the collaborative team process by providing training so that our collaborative teams are implementing the process with fidelity. b) We will address the varying levels of autonomy by administrators attending weekly team planning meetings to help support the collaborative teams process
Goal	Each collaborative team will improve their self rating on the Collaborative Team Rating Scale by a minimum of one level.
Project Lead	Campus Administrators, Team Leaders
Staff, Title I Staff	All teachers, counselors
Materials and Resources	Books and resources from Marzano on High Reliability Schools and collaborative teams, Collaborative Team meeting agendas

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities: Knowledge 1. District curriculum and assessment team members will provide administrators training on collaborative teams and the campus improvement plan. 2. Present training on the High Reliability Schools model and Collaborative Teams to the faculty 3. Have each grade level team complete the Collaborative Team Rating Scale at the middle and end of the year 4. Complete our Campus Needs Assessment in collaborative groups				1. Summer professional training for administrators 2. Campus Professional Learning In Service, monthly staff meetings 3. Campus Professional Learning Inservice, mid year and end of year team meetings 4. Campus Professional Learning Inservice	1. MLP Training Logs, Materials from training 2. MLP Training Logs, agendas, materials 3. Collaborative Teams That Transform Schools book, Collaborative Team Rating Scale 4. MLP Training Logs, CNA document	Increase knowledge of collaborative team process and the HRS model by planning professional learning for teaching staff.	Some Progress 1. Administrators attended district training and used the information to plan professional learning activities for teaching staff. 2. Staff attended the training on HRS and completed the first Collaborative Team Rating Scale during the August 2 Campus Professional Learning Day.	Some Progress 3. Teams completed the CTRS again in January or February. Scores for each grade level improved from a 0 to 1 or 2 mid year. 4. The SBIC collaborative team reviewed the CNA in January and made recommendations on progress. The administrative team looked over the comments to	Significant Progress 1. Administrators attended training on HRS Level 2 with Phil Warwick on 4/25/2019 2. Team leaders worked to identify Instructional Snapshot content for what we should see daily, what we might see, and what we should never see. Completed at Team Leader retreat on 4/29/2019	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							<p>3. The initial rating scale was completed during the July inservice</p> <p>4. The faculty was divided into 8 groups and completed the needs assessment during our August 2 Campus Professional Learning Day.</p>	<p>help focus plans for the spring semester.</p>	<p>3. As we had completed our middle of the year rating in the middle of the spring semester we opted not to complete another rating scale at the end of the year.</p> <p>4. Part of the Campus Needs Assessment will be completed in May.</p>	
<p>Root Cause (b) Autonomy</p> <p>1. Administrators will attend and monitor weekly team planning meetings</p> <p>2. Administrators will attend and monitor monthly academic collaborative team meetings</p> <p>3. Administrators will share information from the Collaborative Teams that Transform schools a minimum of one time per month</p>				<p>1. Weekly team planning meetings</p> <p>2. Monthly academic collaborative team meetings</p> <p>3. One team meeting per month (minimum)</p>	<p>1. Team Meeting Agendas, discussion notes</p> <p>2. Team Meeting Agendas, and meeting notes</p> <p>3. Meeting handouts, discussion notes</p>	<p>Increase the use of collaborative team strategies from the HRS model</p>	<p>Some Progress</p> <p>1. Administrators are attending planning meetings to participate in the CT process and provide support to teams</p> <p>3. In August, trained staff on HRS Level 1.</p>	<p>Some Progress</p> <p>1. Administrators are attending weekly planning meetings whenever possible.</p> <p>2. Administrators monitor the monthly Collaborative team meetings, and receive the agendas from each team. They post updates on team planning to a Google doc.</p> <p>3. Reviewed information in staff meeting for progress on the CNA,</p>	<p>Significant Progress</p> <p>1. Administrators have attended weekly planning meetings 80% of the time. We reinforce collaborative team process at these meetings.</p> <p>2. Administrators have monitored monthly academic collaborative meetings each month: 9/5,10/3,11/7,12/5,1/9,2/6,3/6,4/3,5/1</p> <p>3. Administrators trained on HRS Level 2 on 4/25/2019. Shared information on HRS Level 2 with</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									team leaders on 4/29/2019.	

Critical Action #2

Problem Statement	The percentage of students meeting the Approaches Grade Level standard will increase at least 5% for the following groups: Grade 4 Writing, 79% Grade 3-5 Reading for Special Education, 55%; Economically Disadvantaged, 72%; and ELL, 68%
Root Cause and Strategy	(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity. (b) We will address the need for remediation of learning gaps by targeted instruction for writing across grade levels, and reading for the designated groups above.
Goal	Increase the percentage of students performing at the Approaches grade level standard for the designated subjects/groups to decrease the gap between the performance of the subject/group and the campus average performance.
Project Lead	Campus Administrators
Staff, Title I Staff	Grade Level Team Teachers, ESL Teachers, Instructional Specialists, Special Education Teachers
Materials and Resources	Curriculum and Materials, District Curriculum Training, Classroom Technology-desktops, Chrome Books

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities: Planning 1.Third and Fourth grade teachers will attend the district writing training to learn ways to plan for writing activities across the curriculum. 2.Provide training to staff on how to more effectively use writing across the curriculum. 3. The Language Arts Collaborative Team will				1. Fall training dates 2.Monthly staff and PLC meetings, weekly grade level team meetings 3.Monthly PLC meetings, weekly grade level team meetings	1.MLP log, Agendas, notes, teaching materials, lesson plans 2. MLP log, Agendas, notes, teaching materials 3. MLP log, Agendas, notes, team meeting discussions	Increase student achievement in writing across the curriculum	Some Progress 1. 3rd and 4th grade teachers attended the writing workshop during August in-service. 2. The Language Arts collaborative team shares information from their book study with their team members.	Some Progress 1. Third and Fourth grade teachers attended the writing training offered during February PDH. 2. The Language Arts collaborative team continues to share information from their book study with their teams.	Some Progress 1. Teachers have been implementing the writing process. Writing is occurring in all curriculum areas across the grade levels. 2. The members of the Language Arts collaborative team have been sharing	

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<p>participate in a book study on Writing Workshop and will share the information with their grade level teams.</p> <p>4. Teachers will analyze assessment data and use it for instruction.</p>				4. Biweekly in Tier 1 and Tier 2 instruction, as needed in weekly team meetings	4. Tier 2 and Tier 3 documentation, classroom observations, student performance data in Edugence		3. Book study presentations are presented monthly during collaborative team meetings. 4. Margaret Dyer presented a workshop on Miscues in IRIs to staff on 9-19-18.	3. Different members of the Language Arts vertical team present chapters from their book at monthly meetings. 4. Teams were using MOY data to regroup for intervention and enrichment.	information with their team members throughout the year. 3. Book study was completed on May 1, 2019. 4. Information was shared with Team Leaders regarding changes in the Language Arts curriculum that will impact writing instruction next year. We do not yet have STAAR scores to see how our writing scores improved this year.	
<p>Root Cause (b) Activities: Remediation</p> <p>1. Guided Reading facilitators will train new teachers on Guided Reading strategies</p> <p>2. Teachers will identify and be knowledgeable about students they have who require targeted instruction for reading</p> <p>3. Use targeted instruction in reading during Skillbuilder time and guided reading groups to help improve reading skills</p> <p>4. Teachers will analyze assessment data and use it for instruction.</p>				1. Monthly Meetings of Guided Reading team, Weekly Grade level Team Meetings 2. Weekly team meetings with administrators, as needed consultation with special education teachers 3. Daily during Skillbuilder time, and guided reading time 4. Biweekly in Tier 1 and Tier 2	1. Meeting agendas, teaching materials, agendas, discussion notes 2. Kid Talk documentation, Edugence reports, team meeting agendas 3. Lesson plans, Tier 2 documentation, Classroom observations 4. Biweekly in Tier 1 and Tier 2 instruction, as	Increase student achievement in reading performance of targeted groups	Some Progress 1. New teachers were trained on guided reading strategies. 2. The administrators met with each grade level team in September and talked about identifying students who require targeted instruction. 3. Grade levels organized how they will use Skillbuilder time for intervention and enrichment.	Some Progress 1. Administrators follow up with new teachers to ensure they are implementing guided reading strategies and finding time for their reading groups. 2. Teachers are focusing intervention instruction on the targeted groups for the campus-special education, economically disadvantaged, and ELL students.	Some Progress 1. Guided reading is occurring in each grade level classroom during language arts time. 2. All grade levels are focusing on targeted groups. 5th grade STAAR scores for targeted groups, showed we met our goal for special education. Target score for special education 55%, actual score 69% Target score for economically disadvantaged	

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				instruction, as needed in weekly team meetings	needed in weekly team meetings		4.Margaret Dyer presented a workshop on Miscues in IRIs to staff on 9-19-18.	3. All grade levels are using targeted instruction at least 4 days per week during Skillbuilder time to target instruction to help improve reading skills. 4.Teams were using MOY data to regroup for intervention and enrichment.	72%, actual score 62% Target score for ELL 68%, actual score 61% 3. For skillbuilder groups several grade levels are using MAP data to regroup students to intervene more effectively in reading. 4. Grade level teams are becoming more proficient at using data to guide instruction.	

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Quarterly meetings	Working with PTA and a parent on a possible Nutrition Club. Running club will start again October 2 for the fall session, and there will be a spring session this year. Over 60 students participated in the Fall Running Club.	Nutrition Club started in January and meets once per month. The Spring Session of Running Club started in January and has over 60 students attending. A parent who is a dietician is contributing an article to enews focusing on nutrition for children and families.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent selected first month of school	A parent has been selected for the Wellness Team.	We do have a parent that serves on the

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						Campus Wellness Team.
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	Weekly Classroom observations	The PE staff has designated areas to use for appropriate settings to deliver lessons. They are using the new presentation technology to help with their lessons.	PE staff continues to use new presentation technology to present informational health lessons.
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	Monthly themes for bulletin boards	The Nurse has a bulletin board in the clinic, and there is one by the gym. We also have a bulletin board for staff near the teacher's lounge.	February theme for PE bulletin board is The Heart. April theme for PE bulletin board was Field Day Activities May theme for PE bulletin board is Why Exercise?
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	Weekly eNews and Facebook Postings	Flyers sent out for Schell 5K and Fun Run. We had 225 students,	Information from the district and other campuses is shared through

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					parents, and staff participate. Event was held at Breckinridge Park on November 10.	eNews and on social media posts.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Assess students in the fall and spring	Students were assessed in the Fall.	Students were assessed again in the spring semester.
4th & 7th	Ensure all data for 3rd - 8th 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	Information entered and report cards sent home after testing	The PE staff did enter the information in a time basis and sent report cards home.	Fitnessgram data was entered on time and reports sent to parents.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Weekly classroom observations	Administrators observe weekly to ensure that minutes are being met.	PE coaches have been working more on warm-up exercise activities that

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						focus on strengthening the cardiovascular system, upper body, lower body, and core and helping students understand the importance of how making healthy choices can improve their overall health as they grow.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Quarterly as determined by the PE staff	We do not have access to pedometers, but students are taught to calculate their heart rate.	We do not have access to heart rate monitors so students are taught to manually figure their heart rates. Students do 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	Weekly classroom observations	Observations show that PE staff are using appropriate curriculum.	Observations show that students are active at least 70% of the time in PE.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Beginning of the year grade level schedules and weekly observations	Each grade level has 20-30 minutes of unstructured play during recess.	Each grade level has 20-30 minutes of unstructured play during recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Weekly classroom observations	Teachers use GoNoodle and other videos to have students participate in Brain Breaks throughout the day.	Teachers use GoNoodle and other videos to have students participate in Brain Breaks throughout the day.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Beginning of the year Parent Information Nights Monthly or as needed monitoring of attendance reports	Monthly attendance reports, more frequently as needed. About 20 letters were sent to families before Winter Break warning them about attendance concerns.	Talked to two Kindergarten families about attendance in April. 15 letters have been sent out this spring to families with attendance issues. This year the assistant principal has

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						<p>talked by phone or in person to 18 families about absence/tardy concerns. Additionally, in May we had Attendance Meetings with 11 families to stress the importance of attendance. Behavior Improvement Plans were completed for 5 different students. Four of these students showed improved attendance, but one student did not so a referral was made to the truancy officer for the district.</p>

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Beginning of the year campus needs assessment, weekly monitoring of duty schedule	Teachers identified another area that needed monitoring in the morning, so Assistant Principal is doing that duty.	Duties continued as planned throughout the year and no other high risk areas were identified.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily duty schedule	Teachers follow the duty schedule daily. If they are absent they get someone to substitute for them.	Teachers follow the duty schedule daily. If they are absent they get someone to substitute for them.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	First week of school SEL activities, daily behavior monitoring	Grade levels have positive reinforcement systems to reward behavior including using Coyote Cash	Grade levels have positive reinforcement systems to reward behavior including using Coyote Cash.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Beginning of the year training from counselors and required Safe School trainings per district schedule	Counselor completed training on anti bullying to the staff in August. Staff completed Safe School training on saexual harassment, sexual misconduct and general ethics.	Safe Schools online training was completed in December.
Review referral process.	Principal or designee	Campus referral plan	Monthly Collaborative Team Meetings	The SEL team meets monthly to discuss any needed changes to our discipline plan.	SEL team implemented Kindness and Safety Patrol this year. We continued with Schell Shout outs to reward positive behavior. We increased our Spirit Assemblies to reward positive behavior. We now have one at the end of every 9 weeks.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Yearly team leader retreat, weekly grade level planning maeetings	Each grade level team implements intervention strategies for their grade level.	Behavior in the classroom is good as a result of the interventions. We have had only 7 removals for discipline involving 3 students this year.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Monthly Collaborative Team Meetings	The SEL team meets monthly to discuss any needed changes to our discipline plan.	SEL team meetings 9/5,10/3,11/7,12/5,1/9,2/6,3/6,4/3,5/1
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	Discipline management plans are being implemented in each grade level.	Behavior at Schell has been very good this year. Three students struggled with serious behavior concerns resulting in 7 removals from the classroom.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily in classrooms, as needed on the morning announcements	Each grade level team implements expectations for citizenship.	Grade level teams have enforced behavior expectations throughout the year. The majority of students at Schell respond very well to the expectations and show good behavior. An administrator went on the announcements a couple times to give general reminders about behavior.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily duty schedules	Teachers identified an additional area that needed monitoring in the morning, so Assistant Principal is doing that duty.	Teachers follow the duty schedule daily. If they are absent they get someone to substitute for them. No other high risk areas were identified.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Beginning of the year in classrooms, ongoing as needed with individual students	Classroom teachers explained the process and reinforce throughout the year.	Classroom teachers continue to give reminders to students as needed to reinforce positive behavior strategies.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Teachers	Daily	Classroom teachers apply interventions	Classroom teachers have continued to apply interventions throughout the year.
Employ discipline interventions.	Designated staff	Teachers, Administrators	Daily	Classroom teachers employ discipline procedures and involve the counselor and administrator as needed.	Classroom teachers continued to employ discipline procedures and involve the counselor and administrator as needed. We have had only 7 discipline removals this

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					year involving 3 different students.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Counselors, Administrators, CMIT/504 Process	As needed	Staff has been trained on restorative circles and this is another strategy we use.	Restorative circles have been used throughout the year by classroom teachers, the counselors, and administrators. This has typically resulted in improved behavior.
Conference with parents/students.	Teachers or other staff	Teachers, Counselors, Administrators, CMIT/504 Meetings	As needed throughout the year, Fall Conference Day, Monthly CMIT/504 meetings	Fall conferences were held on October 9. Parent conferences are held throughout the year as needed. CMIT meetings are held to discuss behavior as needed. Parents also utilize phone calls and email to communicate with parents about behavior concerns.	Conferences continued throughout the year. Most of the time parent conferences improve behavior positively.

Parent Involvement

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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administrators, Secretary. CTA	CTA, Administrators, Secretary, Teachers, Laptop computers, Parent Portal	Beginning of the year and as needed for new students	Laptops were available for parent use during Back to School Events in July.	We continue to encourage parents to use Parent Portal for access to student information. We always allow parents to use our computers as needed.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Teachers, Administrators	Mobile Technology Lab and personnel for the Lab	As mobile lab schedule permits	Grade level teams identify parents who need hard copies and provide these as needed.	Hard copies are provided to parents as needed throughout the year.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	CTA, teachers, computers	Beginning of the year updates, updates as needed throughout the year	Website has been updated with new staff members and team pictures.	The website is continually updated as needed throughout the year.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	CTA	CTA, Administrators, teachers	Printed Weekly eNews as needed	Schell eNews is sent out weekly on Thursdays.	Schell eNews is sent out every Thursday and more often as

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					needed throughout the year. Hard copies are provided as needed.
Utilize social media to keep parents and community informed. Funding source: State and Local	Administrators	Administrators, information from teachers, Facebook platform, computer	Weekly updates to Facebook page, or more frequently	Schell has a Facebook page. Fifty four posts for the fall semester. We also started a parent group page so we can post documents for parents to have easy access to useful information.	Schell updates our Facebook page weekly or more frequently. Fifty one posts in the spring semester. We have 409 followers on our Facebook page. Our Parent group has grown to 182 members. We use this page to post PDF documents that are helpful to parents.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administrators, PTA President and Board	Administrators, PTA President and Board	Summer planning meeting, and monthly PTA Board meetings	July 24- Administrators met with PTA President to discuss dates for school activities. Principal and assistant principal meet with PTA	Our PTA Board meets monthly at Schell and the Principal and/or Assistant Principal attend each meeting. Meeting dates were: 8/13,9/13,

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				president and members as needed and attend monthly board meetings.	10/11, 11/8, 12/13, 1/10, 2/14, 3/7, 4/4, 5/9
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration and PTA President and Board	Administrations, PTA Board and Program providers	Monthly PTA Board meeting discussions, programs as scheduled	<p>9/11 Watch DOG Pizza night- 43 dads attended with their children. For the fall semester, 14 dads have served as Watch DOGS.</p> <p>11/6 Math Night in November was well attended. PTA provided funds to by prizes for Math Night. Attendance Numbers for 2018-19 Math Night Kinder-62, 1st-48, 2nd-47, 3rd-50,4th-45 5th-51 303 students attended with their parents. Positives:</p>	<p>1/26 Watch DOGS Pancake Breakfast and Honor Choir Performance. Over 100 families attended.</p> <p>2/29 Pace Parent Information Meeting for Fall Placements. Ten parents attended.</p> <p>3/7 Open House we had over 300 families attend</p> <p>3/26 PTA meeting and 4th Grade Program. Over 100 attended</p> <p>4/23 Literacy Night and Book Fair. Over 200 families attended.</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				<p>Kids seemed to have a great time and parents enjoyed playing the games with their child. Most parents and students stayed for a while and played more than one game. Well organized and easy to put on for the night</p> <p>11/10 Schell 5K and Fun Run. We had 225 students, parents, and staff participate. Event was held at Breckinridge Park.</p> <p>11/15 Parent Education Class- Understanding Assessment by Jennifer Ruth. Attended by 24 parents.</p>	<p>5/2 Kindergarten Program. Over 80 family members attended.</p> <p>5/7 PTA meeting, 5th grade program and Honor Choir. Over 100 family members attended.</p> <p>Spring Parent education Classes- 2/26 Social Emotional Learning for Parents- 2 families attended</p> <p>3/19 Positive Discipline- over 35 parents attended</p> <p>Plano ISD Parent Education Classes schedule is sent out on eNews and Facebook every month.</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Counselors	Counselors, Counseling Materials and Resources	Bi-weekly guidance sessions with classes, Monthly counselor meetings	Our 2 school counselors offer counseling every other week to classrooms.	Counselors continued to offer guidance lessons every other week throughout the year.
<p>Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	Special Education Team Leader	Special Education Teachers, and SLP	Throughout the year as needed	Staff members have gone to Issacs ECS twice so far to observe future students.	Staff members did 3 more observations at Issacs in the Spring Semester. Our counselor went to Issacs for a transition event in May.
<p>Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.</p> <p>Title I Components: 7</p>	N/A	N/A	N/A	N/A	N/A

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	N/A	N/A	N/A	N/A	N/A

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Administrators, teachers, and district personel	Beginning of the year inservice, monthly staff meetings, monthly collaborative team meetings	August 29- District curriculum team conducted training on planning with the staff	Professional Learning opportunities continued throughout the school year.