

# Plano Independent School District

## Schell Elementary

**2019-2020**

**Accountability Rating: B**



**Board Approval Date: October 1, 2019**

# Mission Statement

## Schell Mission Statement

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

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# Comprehensive Needs Assessment

Revised/Approved: August 01, 2019

## Demographics

### Demographics Strengths

We have a diverse population at Schell which contributes to a vibrant culture and climate.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students in all demographic groups are not scoring well on Reading and Math in the Meets and Masters categories on state assessments in Grades 3-5. **Root Cause:** Consistency in instructional methods and challenges in extending the curriculum for those students who have a basic understanding of the subject area.

**Problem Statement 2:** The learning target for English Language Learners was not met in the 2018-19 school year. **Root Cause:** Inconsistent instructional techniques across grade levels and the challenges related to teaching second-language learners.

**Problem Statement 3:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

# Student Academic Achievement

## Student Academic Achievement Strengths

Math STAAR results are a relative strength compared to Reading results.

Kindergarten students in all quintiles met their expected growth in Math and 4 out of 5 met expected growth in reading.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

**Problem Statement 2:** English Language learners did not meet their projected target in the state accountability ratings. **Root Cause:** Inconsistent classroom instruction and the plethora of languages spoken by our student body make the instruction for those students more challenging.

# School Processes & Programs

## School Processes & Programs Strengths

Professional growth goals are set by each teacher at the beginning of the year. Teachers find professional development opportunities throughout the year to reinforce the completion of their goals. Campus professional development will be offered at monthly staff meetings to reinforce campus goals.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

# Perceptions

## Perceptions Strengths

All stakeholders feel that Schell is a safe environment.

Students from all over the world attend Schell, adding to the richness and diversity of our school community.

Teachers feel their input is valued.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The principal is still building relationships with staff and students. **Root Cause:** Principal is in his first year at Schell.

# Priority Problem Statements

**Problem Statement 1:** Students in all demographic groups are not scoring well on Reading and Math in the Meets and Masters categories on state assessments in Grades 3-5.

**Root Cause 1:** Consistency in instructional methods and challenges in extending the curriculum for those students who have a basic understanding of the subject area.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols.

**Root Cause 2:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

**Problem Statement 2 Areas:** Demographics - Student Academic Achievement - School Processes & Programs

**Problem Statement 3:** The learning target for English Language Learners was not met in the 2018-19 school year.

**Root Cause 3:** Inconsistent instructional techniques across grade levels and the challenges related to teaching second-language learners.

**Problem Statement 3 Areas:** Demographics



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

Revised/Approved: September 05, 2019


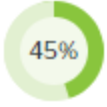


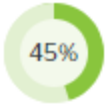

## Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.


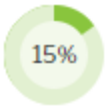






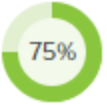



**Performance Objective 1:** Schell will increase student learning in all content areas with an 5% increase in student performance at the Meets and Masters level on the STAAR tests.

**Evaluation Data Source(s) 1:** 2020 STAAR results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with this goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement with fidelity the Collaborative Planning Protocols to concentrate on targeted lessons for those upper tier students who need extensions to broaden their expertise of the learning target.	Grade level teachers; special education teachers; instructional specialists; principal; assistant principal	Increased number of students scoring either Meets or Masters on Grade 3-5 STAAR.			
<b>Problem Statements:</b> Demographics 1, 3 - Student Academic Achievement 1 - School Processes & Programs 1					
2) Grade level teams will use designated extended planning days throughout the year to unpack the TEKS, evaluate student data, and plan appropriate extensions of instruction.	Grade level team leaders and teachers; special education team leader and teachers; instructional specialists; principal; assistant principal	Increased student performance across the board, but especially those scoring Meets and Masters on STAAR assessments.			
<b>Problem Statements:</b> Demographics 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) As part of the Collaborative Team Planning protocols, teams will conduct a monthly data analysis of student outcomes to better differentiate instruction.	Grade level team leaders and teachers; special education teachers; instructional specialists; principal; assistant principal	More nuanced instruction for students to improve their STAAR score to the Meets or Masters level.			
<b>Problem Statements:</b> Demographics 1, 3 - Student Academic Achievement 1 - School Processes & Programs 1					
4) Proactively develop intervention plans for students performing below grade level including using grade level KIId Talks, utilizing the CMIT/504 referral process.	Grade level teachers and team leaders; special education teachers; instructional specialists; principal; assistant principal	Interventions will result in improved performance on assessments including MAP and STAAR testing.			
<b>Problem Statements:</b> Demographics 1					
5) Proactively develop intervention plans for students demonstrating early mastery of the curriculum including using materials provided by the PACE specialist to plan appropriate activities for students.	PACE specialist; grade level teachers and team leader; principal; assistant principal.	Interventions will result in increased numbers of students meeting the meets or masters standard on STAAR tests.			
<b>Problem Statements:</b> Demographics 1					
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Students in all demographic groups are not scoring well on Reading and Math in the Meets and Masters categories on state assessments in Grades 3-5. <b>Root Cause 1:</b> Consistency in instructional methods and challenges in extending the curriculum for those students who have a basic understanding of the subject area.
<b>Problem Statement 3:</b> Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. <b>Root Cause 3:</b> The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.
Student Academic Achievement
<b>Problem Statement 1:</b> Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. <b>Root Cause 1:</b> The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

## School Processes & Programs

**Problem Statement 1:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause 1:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 2:** The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform Schools PLC process.

**Evaluation Data Source(s) 2:** HRS Collaborative Teams Survey, Collaborative Team Meeting agendas and notes

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue this goal with needed changes.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Have each grade level team complete the Collaborative Team Rating Scale at the middle and end of the year.	Team leaders; principal; assistant principal	Grade level teams will improve at least one level from middle to end of year on the Collaborative Team Rating Scale.			
<b>Problem Statements:</b> Demographics 1, 3 - Student Academic Achievement 1 - School Processes & Programs 1					
2) Complete our Campus Needs Assessment in collaborative groups that are vertically aligned.	Principal; Assistant Principal	Teams will examine the strengths and weaknesses of each topic on the CNA and provide feedback that will strengthen instruction.			
<b>Problem Statements:</b> Demographics 1, 2					
3) Administrators will attend and monitor weekly team planning meetings.	Principal; assistant principal; team leaders	Improved collaboration in planning lessons that are meaningful to all students.			
<b>Problem Statements:</b> Demographics 1, 2, 3 - Student Academic Achievement 1 - School Processes & Programs 1					
= Accomplished               = No Progress               = Discontinue					

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Students in all demographic groups are not scoring well on Reading and Math in the Meets and Masters categories on state assessments in Grades 3-5. <b>Root Cause 1:</b> Consistency in instructional methods and challenges in extending the curriculum for those students who have a basic understanding of the subject area.

### Demographics

**Problem Statement 2:** The learning target for English Language Learners was not met in the 2018-19 school year. **Root Cause 2:** Inconsistent instructional techniques across grade levels and the challenges related to teaching second-language learners.

**Problem Statement 3:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause 3:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

### Student Academic Achievement

**Problem Statement 1:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause 1:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

### School Processes & Programs

**Problem Statement 1:** Grade level teams are in the beginning stages of understanding the Collaborative Planning protocols. **Root Cause 1:** The staff has not had great exposure to the protocols which will change through professional development to be offered throughout the year.

**Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.**



**Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.**

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# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bob Farris	Principal
Administrator	Deborah Bonner	Assistant Principal
Classroom Teacher	Bess Garcia	Kindergarten Teacher
Classroom Teacher	Olivia Choi	1st Grade Teacher
Classroom Teacher	Niki Young	2nd Grade teacher
Classroom Teacher	Cara Bogardus	3rd Grade Teacher
Classroom Teacher	Shvuel Ribak	4th Grade Teacher
Classroom Teacher	Emily Soheili	5th Grade Teacher
District-level Professional	Susan Modisette	District Professional
Non-classroom Professional	Jacque Sullins	Librarian
Non-classroom Professional	Amanda Heter	Counselor
Community Representative	Felicia Hammons	Community Representative
Parent	Barbara Munoz	Parent
Classroom Teacher	Andrew Dillard	PE Teacher
Business Representative	Michelle Brown	Business Representative
Parent	Elisa Ford	Parent from PTA
Parent	Jessica Barnes	Parent
Classroom Teacher	Sarah Jancan	Special Education Teacher
Community Representative	Nina Billingsley	Community Member

# Addendums

**CAMPUS APPENDIX**  
**STATE MANDATES IMPLEMENTATION REFERENCE**

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>1. Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>• Identify high risk areas</li> <li>• Monitor high risk areas</li> <li>• Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>• Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>• Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>• Establish recommended intervention strategies for classroom/campus</li> <li>• Implement campus referral plan</li> <li>• Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>• Clearly state student expectations/campus rules/citizenship</li> <li>• Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>• Explain referral process/contacts</li> <li>• Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>• Apply classroom interventions</li> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>2. Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 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. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>			
<p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	Principal	
<p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>• Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>• Utilize social media to keep parents and community informed. Funding source: State and Local</li> <li>• PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li> <li>• Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li> <li>• Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li> </ul>		Principal	