

Plano Independent School District

Schell Elementary

2021-2022



Board Approval Date: November 3, 2021

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: October 7, 2021

Demographics

Demographics Summary

Schell Elementary is composed of a very diverse student population of 521 K- 5th graders. Our student groups comprise students that are Asian (53% of total students), White (23% of total students), African American (11% of total students), Hispanic (9% of total students), and Two or more races (4% of total students). 10% of our students are identified as gifted, and 26% of our students are ELL students, with English being their second language. 23% of our students are economically disadvantaged. Schell Elementary values these diverse student groups and the community population which provides us with a rich learning environment.

Demographics Strengths

- 1) Attendance rate is 96.7% which is above the state
- 2) Diverse Population
- 3) Have an experienced staff
- 4) Low mobility
- 5) Highly involved PTA and supportive families

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to increase diversity within our staff so that our staff demographics closer reflect our student population. **Root Cause:** Our staff is not as diverse as our student population due to a lack of diverse candidates.

Problem Statement 2: There is a need to address excessive tardies and absences. **Root Cause:** Virtual learning and other interruptions due to the COVID-19 pandemic made procedures and accountability inconsistent, which led to excessive tardies and absences not being regularly enforced.

Student Learning

Student Learning Summary

Schell Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

- 1) 5th grade Science STAAR scores increased from 2020 to 2021
- 2) 2nd and 5th grade showed high growth and achievement during the 2020-2021 school year.
- 3) Station rotation and guided reading/math has been implemented in all grade levels.
- 4)
- 5)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Tier II students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, ED, and SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. **Root Cause:** Further support and training is needed in understanding state accountability growth goals and how to analyze and use data to target instruction and intervention for our sub-populations.

Problem Statement 2 (Prioritized): The student achievement data shows a need to analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction so that teachers can differentiate for all student groups and needs. **Root Cause:** There has been inconsistency utilizing data and creating student mastery exit tickets within collaborative planning.

Problem Statement 3: The data shows a need to target instruction by using Edugence to look closely at strands, low and high areas, and missed questions in grades 3-5. **Root Cause:** Teachers require training to learn how to analyze and use data in the Edugence platform during collaborative planning sessions.

Problem Statement 4 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (61%) and the Special Education (25%), English Learners (32%) and Economically Disadvantaged (46%) student groups. **Root Cause:** Teachers require training to implement guided reading with fidelity. Tier one instructional practices need strengthening.

Problem Statement 5 (Prioritized): Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (21%), English Learners (39%), and Economically Disadvantaged (35%) student groups. **Root Cause:** Collaborative planning protocols need to be strengthened. School-wide problem solving method is not being utilized.

Problem Statement 6: Writing: There is a gap between the All student group Meets performance level on STAAR Writing (41%) and the Special Education (19%), English Learners (21%), and Economically Disadvantaged (31%) student groups. **Root Cause:** Collaborative planning protocols and strong tier one instructional methods need to be strengthened.

Problem Statement 7: Science: There is a gap between the All student group Meets performance level on STAAR Science (60%) and the Special Education (40%), English Learners (36%), and Economically Disadvantaged (43%) student groups. **Root Cause:** Collaborative planning protocols and strong tier one instructional methods need to be strengthened.

School Processes & Programs

School Processes & Programs Summary

One of the large focuses this year at Schell Elementary is our student culture. Planning morning routines and measuring student engagement through the implementation of Voice/Body/Time will help to build a student culture that is safe and nurturing. We want to ensure that we have an environment that scholars want to attend each day. The campus emphasis on community circles, morning meetings, calm down corners, Positive Behavior Intervention Support (PBIS), and Zones will help support the success of all students. Schell Elementary follows standard hiring protocol for PISD which utilizes a committee approach during the interview asking all applicants the same set of questions. We continually look for candidates that share our mission and values.

School Processes & Programs Strengths

- 1) Grade level teams are empowered to collaborate and implement plans and procedures for their classrooms that create positive and successful student outcomes.
- 2) Morning meetings are implemented daily in every classroom.
- 3) Safety and emergency procedures are clear and responsive.
- 4) Implementation of morning routine that ensures every student is greeted by face and name daily.
- 5) Recognition of students, staff, and community through staff shout outs, Coyote Kids, Star Students, and eNews.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** Varying degrees of expertise and experience, combined with several major changes last year and this year due to the COVID-19 pandemic, inhibited teams from growing together cohesively and focusing on key practices.

Problem Statement 2: There is a need to encourage and collect continued input from teachers, parents, and community regarding optimal programs, processes, and safety measures. **Root Cause:** Communication and collaboration between school and community needs to be strengthened.

Perceptions

Perceptions Summary

School staff creates intentional connections with students to recognize to develop a supportive and positive environment.

Perceptions Strengths

- 1) Students, staff, and parents perceive school as safe and orderly.
- 2) School is managed in a supportive and reflective way that benefits staff, students, and parents
- 3) Staff's priority is building relationships with students.
- 4) Uniformed with behavior expectations.
- 5) Established procedures and routines.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary in order to establish a strong school culture. **Root Cause:** There is a need and desire to learn more about student diversity in education, SEL, and Behavior Systems as it relates to learning and achievement.

Priority Problem Statements

Problem Statement 1: The student achievement data shows a need to analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction so that teachers can differentiate for all student groups and needs.

Root Cause 1: There has been inconsistency utilizing data and creating student mastery exit tickets within collaborative planning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (61%) and the Special Education (25%), English Learners (32%) and Economically Disadvantaged (46%) student groups.

Root Cause 2: Teachers require training to implement guided reading with fidelity. Tier one instructional practices need strengthening.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (21%), English Learners (39%), and Economically Disadvantaged (35%) student groups.

Root Cause 3: Collaborative planning protocols need to be strengthened. School-wide problem solving method is not being utilized.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification 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
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 7, 2021

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021 to 2022.

Performance Objective 1: HB3 - The percent of Schell 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% in 2021 to 62% by June 2022. The Economically Disadvantaged student group performance will increase from 38% in 2021 to 44% in 2022. The English Learner student group performance will increase from 46% in 2021 to 53% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading - 3rd grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS to collaboratively plan effective lessons and analyze data for guided instruction and intervention planning.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for tier 1 instruction as measured by administrative walk-throughs.</p> <p>Guided reading and balanced literacy instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Team Leaders Grade level teachers Specialists Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effectively plan targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district data tools to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessments as well as district and unit assessments to determine the focus of whole and small group instruction.</p> <p>Small group attendees will be fluid, changing members as needed as a result of assessment data results.</p> <p>Students will learn grade level material specific to their level of learning as well as depth and complexity for differentiated learning.</p> <p>Increase in academic achievement as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
	 <p>30%</p>	 <p>35%</p>	 <p>45%</p>
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (61%) and the Special Education (25%), English Learners (32%) and Economically Disadvantaged (46%) student groups. Root Cause: Teachers require training to implement guided reading with fidelity. Tier one instructional practices need strengthening.</p>

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021 to 2022.

Performance Objective 2: The percent of Schell students that score Meets grade level or above on STAAR Reading 3-5 will increase from 61% in 2021 to 69% by June 2022. The English Learner student group performance will increase from 53% in 2021 to 57% in 2022.

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS to collaboratively plan effective lessons and analyze data for guided instruction and intervention planning.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for tier 1 instruction as measured by administrative walk-throughs.</p> <p>Guided reading and balanced literacy instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Team Leaders Grade level teachers Specialists Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effectively plan targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district data tools to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessments as well as district and unit</p>	Formative		
	Nov	Feb	June

assessments to determine the focus of whole and small group instruction.

Small group attendees will be fluid, changing members as needed as a result of assessment data results.

Students will learn grade level material specific to their level of learning as well as depth and complexity for differentiated learning.

Increase in academic achievement as measured by MAP.

Staff Responsible for Monitoring: Administration
Grade level teachers

TEA Priorities: Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (61%) and the Special Education (25%), English Learners (32%) and Economically Disadvantaged (46%) student groups. **Root Cause:** Teachers require training to implement guided reading with fidelity. Tier one instructional practices need strengthening.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 to 2022.

Performance Objective 1: HB3 - The percent of Schell 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% in 2021 to 66% by June 2021. The Economically Disadvantaged student group performance will increase from 27% in 2021 to 50% in 2022. The English Learner student group performance will increase from 29% in 2021 to 57% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS to collaboratively plan effective lessons and analyze data for guided instruction and intervention planning.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for tier 1 instruction as measured by administrative walk-throughs.</p> <p>Implement number talks and daily problem solving routines in all classrooms utilizing the district spiraling resources.</p> <p>Staff Responsible for Monitoring: Team Leaders Grade level teachers Specialists Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effectively plan targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district data tools to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessments as well as district and unit assessments to determine the focus of whole and small group instruction.</p> <p>Small group attendees will be fluid, changing members as needed as a result of assessment data results.</p> <p>Students will learn grade level material specific to their level of learning as well as depth and complexity for differentiated learning.</p> <p>Increase in academic achievement as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (21%), English Learners (39%), and Economically Disadvantaged (35%) student groups. Root Cause: Collaborative planning protocols need to be strengthened. School-wide problem solving method is not being utilized.</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 to 2022.

Performance Objective 2: The percent of Schell students that score Meets grade level or above on STAAR Math 3-5 will increase from 57% in 2021 to 70% by June 2022. The Economically Disadvantaged student group performance will increase from 33% in 2021 to 47% in 2022. The English Learner student group performance will increase from 37% in 2021 to 63% in 2022.

Evaluation Data Sources: 2022 STAAR MAP

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS to collaboratively plan effective lessons and analyze data for guided instruction and intervention planning.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for tier 1 instruction as measured by administrative walk-throughs.</p> <p>Implement number talks and daily problem solving routines in all classrooms utilizing the district spiraling resources.</p> <p>Staff Responsible for Monitoring: Team Leaders Grade level teachers Specialists Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effectively plan targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district data tools to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessments as well as district and unit assessments to determine the focus of whole and small group instruction.</p> <p>Small group attendees will be fluid, changing members as needed as a result of assessment data results.</p> <p>Students will learn grade level material specific to their level of learning as well as depth and complexity for differentiated learning.</p> <p>Increase in academic achievement as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 5: Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (21%), English Learners (39%), and Economically Disadvantaged (35%) student groups. Root Cause: Collaborative planning protocols need to be strengthened. School-wide problem solving method is not being utilized.</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2021 to 2022.

Performance Objective 1: The percent of Schell students that score Meets grade level or above on STAAR Science 5 will increase from 47% in 2021 to 53% by June 2022. The Economically Disadvantaged student group performance will increase from 29% in 2021 to 32% in 2022. The English Learner student group performance will increase from 11% in 2021 to 41% in 2022.

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS to collaboratively plan effective lessons and analyze data for guided instruction and intervention planning.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with the planning and instructional process for tier 1 instruction as measured by administrative walk-throughs.</p> <p>Staff Responsible for Monitoring: Team Leaders Grade level teachers Specialists Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effectively plan targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district data tools to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessments as well as district and unit assessments to determine the focus of whole and small group instruction.</p> <p>Small group attendees will be fluid, changing members as needed as a result of assessment data results.</p> <p>Students will learn grade level material specific to their level of learning as well as depth and complexity for differentiated learning.</p> <p>Increase in academic achievement as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Kristin Glasscock	Principal
Non-classroom Professional	Stephanie Overall	Assistant Principal
District-level Professional	Mirthis Moseley	District- Level Professional
Community Representative	Jenny Van Cleve	Community Representative
Community Representative	Amanda Heter	Community Representative
Classroom Teacher	Michele Hernandez	Classroom Teacher
Classroom Teacher	Katarina Kilic	Classroom Teacher
Classroom Teacher	Sarah Wing	Classroom Teacher
Classroom Teacher	Mariam Ghanem	Classroom Teacher
Classroom Teacher	Katie Samoyedny	Classroom Teacher
Classroom Teacher	Lori Downey	Classroom Teacher
Classroom Teacher	Kaennon Wester	Classroom Teacher
Business Representative	Sameer Kumar	Business Representative
Parent	Neville Newman	Parent
Parent	Moksha Nedungadi	Parent
Parent	Analise Montiel	Parent
Parent	Usman Asif	Parent
Parent	Shayla Locklear	Parent
Parent	Francesca Vegas	Parent
Parent	Jon Hanson	Parent
Parent	Farkhanda Jabeen	Parent
Business Representative	Greg Coon	Business Representative
Classroom Teacher	Dee Adams	ESL Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,940.00
+/- Difference					\$1,940.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$978.00
+/- Difference					\$978.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,150.00
+/- Difference					\$5,150.00
Grand Total Budgeted					\$8,068.00
Grand Total Spent					\$0.00
+/- Difference					\$8,068.00

Addendums

Early Childhood Math Board Outcome Goal - STAAR Grade 3 Mathematics

The percent of 3rd grade students that score at Meets grade level or above on STAAR Math will increase from 65% to 70% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
66%	67%	68%	69%	70%
2019 Baseline: 65%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	43	44	72	71	85	*	63	40	43	57	58	67	57
2020	45	46	72	71	85	66	64	41	45	58	59	67	58
2021	47	48	73	72	86	66	65	43	47	59	60	68	59
2022	50	51	73	72	86	67	66	45	50	61	62	68	61
2023	54	55	74	73	87	69	67	47	54	63	64	69	63
2024	59	60	75	74	88	70	69	50	59	66	67	70	66
2019-2021	4	4	1	1	1	2	2	3	4	2	2	1	2

Early Childhood Literacy Board Outcome Goal - STAAR Grade 3 Reading

The percent of 3rd grade students that score at Meets grade level or above on STAAR Reading will increase from 60% in 2019 to 68% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	64%	66%	68%
2019 Baseline: 60%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	44	40	70	43	77	*	57	37	37	53	48	63	53
2020	46	42	70	45	77	61	58	38	39	54	50	63	54
2021	48	45	71	47	78	62	60	40	42	56	52	64	56
2022	51	48	72	50	79	64	61	42	46	58	54	65	58
2023	55	53	73	55	80	66	64	44	51	61	58	66	61
2024	60	58	74	60	81	68	67	47	57	65	62	67	65
2019-2021	4	5	1	4	1	2	3	3	5	3	4	1	3

District Board Outcome Goal - STAAR Grade 3-5 Mathematics

The percent of 3rd - 5th grade students that score at Meets grade level or above on STAAR Math will increase from 66% to 71% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%
2019 Baseline: 66%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	43	48	73	78	88	*	67	38	44	64	60	69	59
2020	44	49	73	78	88	*	67	39	45	65	61	69	60
2021	47	52	73	78	88	*	68	40	48	66	62	69	61
2022	50	54	74	79	89	*	69	42	51	68	63	70	63
2023	54	58	74	79	89	*	71	45	55	70	65	70	65
2024	59	63	75	80	90	*	73	48	60	73	68	71	68
2019-2021	4	4	0	0	0	*	1	2	4	2	2	0	2

District Literacy Board Outcome Goal - STAAR Grade 3-5 Reading

The percent of 3rd - 5th grade students that score at Meets grade level or above on STAAR Reading will increase from 62% to 70% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
63%	64%	66%	68%	70%
2019 Baseline: 62%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	43	43	71	60	81	*	62	34	39	58	50	65	56
2020	44	45	71	61	81	*	63	35	41	59	51	65	57
2021	47	47	72	64	82	*	64	36	44	61	53	66	59
2022	50	51	72	67	82	*	66	38	48	63	56	66	61
2023	54	55	73	71	83	*	68	41	53	66	59	67	64
2024	59	61	75	76	85	*	71	44	59	69	64	69	67
2019-2021	4	4	1	4	1	*	2	2	5	3	3	1	3

District Literacy Board Outcome Goal - STAAR Grade 4 Writing

The percent of students that score at Meets grade level or above on STAAR Writing Grade 4 will increase from 51% in 2019 to 53% by June 2021

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	55%	57%	59%
2019 Baseline: 51%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	33	30	59	*	74	*	51	26	27	39	39	54	45
2020	34	32	59	*	74	*	52	27	29	40	40	54	46
2021	37	34	60	*	75	*	53	28	32	42	42	55	48
2022	40	38	60	*	75	*	55	30	36	44	45	55	50
2023	44	42	61	*	76	*	57	33	41	47	48	56	53
2024	49	48	63	*	78	*	60	36	47	50	53	58	56
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3

District Board Outcome Goal - STAAR Grade 5 Science

The percent of students that score at Meets grade level or above on STAAR Science Grade 5 will increase from 58% to 60% by June 2021

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%
2019 Baseline: 58%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	31	39	67	62	79	*	65	31	34	55	46	61	50
2020	32	40	67	62	79	*	65	32	35	56	47	61	51
2021	35	43	67	62	79	*	66	33	38	57	48	61	52
2022	38	45	68	63	80	*	67	35	41	59	49	62	54
2023	42	49	68	63	80	*	69	38	45	61	51	62	56
2024	47	54	69	64	81	*	71	41	50	64	54	63	59
2019-2021	4	4	0	0	0	*	1	2	4	2	2	0	2

Schell - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 63% in 2019 to 65% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
64% 2019 Baseline: 63%	65%	67%	69%	71%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	63	55	55	*	68	*	50	36	46	20	51	63	60	63
2020	64	57	55	*	68	*	51	37	48	21	52	63	61	64
2021	67	59	56	*	69	*	52	38	51	23	54	64	63	65
2022	70	63	56	*	69	*	54	40	55	25	57	64	65	67
2023	74	67	57	*	70	*	56	43	60	28	60	65	68	69
2024	79	73	59	*	72	*	59	46	66	31	65	67	71	71
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Schell - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 50% in 2019 to 52% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
51% 2019 Baseline: 50%	52%	53%	54%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	20	40	50	*	58	*	*	42	25	*	38	51	49	50
2020	21	41	50	*	58	*	*	43	26	*	39	51	50	51
2021	24	44	50	*	58	*	*	44	29	*	40	51	51	52
2022	27	46	51	*	59	*	*	46	32	*	41	52	53	53
2023	31	50	51	*	59	*	*	49	36	*	43	52	55	54
2024	36	55	52	*	60	*	*	52	41	*	46	53	58	55
2019-2021	4	4	0	*	0	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Schell

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	11	5	25		56			12	23		45	71	29	100
2019	45	40	60		63			33	35		47	63	45	58
2020	47	42	60		63			34	37		49	63	46	59
2021	49	45	61		64			36	40		51	64	48	60
2022	52	48	62		65			38	44		53	65	50	62
2023	56	53	63		66			40	49		57	66	53	64
2024	61	58	64		67			43	55		61	67	57	66

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Schell

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	11	5	25		56			12	23		45	71	29	100
2019	27	20	72		73			25	43		53	69	52	64
2020	29	22	72		73			26	45		54	69	53	65
2021	31	24	73		74			28	47		55	70	54	65
2022	34	27	73		74			30	50		57	70	56	66
2023	38	31	74		75			32	54		59	71	58	68
2024	43	36	75		76			35	59		62	72	61	69

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	47	52	65		70		75	31	37	45	53	69	56	65
2020	49	54	65		70		76	32	39	46	55	69	57	66
2021	51	57	66		71		78	34	42	48	57	70	59	67
2022	54	60	67		72		79	36	46	50	59	71	61	69
2023	58	65	68		73		82	38	51	53	63	72	64	71
2024	63	70	69		74		85	41	57	56	67	73	68	73

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	44	48	62		77		83	31	40	55	59	72	58	68
2020	46	50	62		77		84	32	42	56	60	72	59	69
2021	48	52	63		78		85	34	44	57	61	73	60	69
2022	51	55	63		78		86	36	47	59	63	73	62	70
2023	55	59	64		79		87	38	51	61	65	74	64	72
2024	60	64	65		80		89	41	56	64	68	75	67	73

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on 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. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 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. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: 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. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 ● 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 ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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