

Plano Independent School District

Schell Elementary

2022-2023



Board Approval Date: September 20, 2022

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

Demographics

Demographics Summary

Schell Elementary is a richly diverse community that strives to serve the individual needs of each and every student. We serve 465 student in grades Kindergarten through Fifth grade. In regards to ethnicity: 49% of our population identifies themselves as Asian, 24% as white, 12% as African American, 10% as Hispanic, 4% as 2 or more, and .01% of our students are American Indian. 12 % qualify and are served through our Gifted and Talented program. 25% of our students are Economically Disadvantaged. We serve 12% of our students with Special Education services and 5% supported through 504. We have a highly qualified professional staff of educators that strive to meet the academic, intellectual and emotional needs of each student we serve.

Demographics Strengths

The diversity of our Schell community enrich the development of all our students in nurturing an understanding, appreciation, and respect for our differences as well as a celebration of how we are each a valued member and part of our school community

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** There are outside environmental influences and further staff development needed to develop an understanding of certain demographic populations.

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

Grades 3, 4, and 5 were recognized for Distinction for Academic Achievement in Mathematics. Grade 3 Masters Grade Level at 37%, Grade 4 Masters Grade Level at 44% and Grade 5 with a 32 % of Masters Grade Level.

Grade 3 Mastering Grade level in Reading at 44% and Grade 4 Mastering Grade Level in Reading at 50% and Grade 5 mastering at 45%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Quintile 1 and Quintile 2 students across the campus did not show the expected growth on MAP assessments. **Root Cause:** Staff lacks training and implementation of depth and complexity as well as differentiation strategies to extend the learning with these students.

Problem Statement 2 (Prioritized): 28% of students did not achieve the "Meets Grade Level" standard (Grades 3-5) on the reading STAAR Test. **Root Cause:** Guided reading and targeted literacy stations are not consistently implemented.

Problem Statement 3 (Prioritized): 42% of students did not achieve the "Meets Grade Level" standard (grades 3-5) on the math STAAR test. **Root Cause:** Students have a lack of foundational skills in numeracy. Teachers are at different levels of autonomy with the implementation of utilization of math manipulatives and differentiating instruction. There is a lack of consistency with utilizing a building-wide problem solving strategy.

Problem Statement 4: 64% of 5th grade students did not meet grade level standards on the Science STAAR. **Root Cause:** Due to the Covid-19 Pandemic our students have unfinished learning both socially, emotionally as well as academically. Science was not a priority subject for these students.

School Processes & Programs

School Processes & Programs Summary

Schell incorporates the following programs and processes into the daily operations of our school in order to ensure the parents, staff, and students are well-informed, feel welcomed and valued:

- teachers and staff are working in a continual improvement model, and data analysis is incorporated into a consistent schedule for monitoring the progress of our goals.
- Special Education, Dyslexia, ELL, and G/T support programs
- New teacher mentoring program to include processes for Year 1 teachers and tailored processes for Year 2 teachers
- Professional Learning Communities processes to include: PISD Collaborative Team Framework & Collaborative Team Planning once a week
- Mutli-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on needs of students
- Ongoing data analysis by campus administrators, team leaders, and MTSS team members Data analysis meetings with grade level teachers after each district/state assessment to develop new instructional plans to help meet the needs of all students
- Campus and district professional learning sessions throughout the year to focus on high-yield instructional strategies
- Instructional coaching model to support classroom teachers in their professional growth
- Social emotional learning (SEL) focus to include daily community circles with specific guiding questions to meet the needs of each unique classroom/students
- Dedicated counselor to providing guidance lessons, SEL support to small groups of students and individual students
- Extended Planning Time for classroom teachers (once per semester)
- Staff surveys are an effective means of gauging climate, professional development needs, etc.
- School safety and security procedurees are clear and consistent.

School Processes & Programs Strengths

Schell is recognized for having a positive and collaborative school culture. The community is at the heart of providing support in an effort to ensure all stakeholders are valued and students and families have successful elementary school years' experiences. Schell has a strong PTA presence and with a new board and new members, the event calendar has been revised to best meet the needs of the community.

Social emotional learning (SEL) has become a strong component of the Schell school community. Classrooms dedicate time to begin each day in community circles to build a sense of belonging with an emphasis on kindness and compassion.

Staff and students' opinions matters. Consistent feedback is elicited in a timely manner to monitor and adjust processes and program outcomes, such as SEL, counseling support, student and staff safety, and professional learning needs.

Grade level teams are given the autonomy to select which PLC question(s) will be their focus. Pre-arranged dates have been scheduled throughout the year to meet with the district assessment department to review unit assessments, MAP and running records data. In addition, the Schell leadership team, along with grade level teachers and professional staff have developed a master calendar of meeting dates, which include a schedule to review data to inform instruction. These meetings are scheduled a minimum of 8 times a year.

Technology resources are utilized throughout every grade level and content area. All teachers use Google Classroom and for younger grades, Seesaw, to allow students to engage with lessons online to enhance their classroom instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Classroom and campus behavior procedures are inconsistent across the building. **Root Cause:** Due to changes in administration and the impact of Covid-19 on how the school ran, it was not a priority the last 2 1/2 years.

Perceptions

Perceptions Summary

At Schell we embrace the diversity of our community. We have a community that promotes caring, kindness, and mutual respect. Our staff recognize that Maslow Deficiency Needs are a prerequisite (physiological, safety, belonging, esteem needs) in order to promote the Growth Needs as well as to successfully master the hierarchy of Bloom's Critical Thinking

The staff at Schell are committed to high levels of teaching and learning. In our efforts to ensure all students' needs are met, we engage in the Professional Learning Communities at Work and High Reliability Schools processes and procedures. We believe that all children can learn and embrace challenges and opportunities that lead to improved schooling for all students. Teachers and support staff collaborate on a weekly basis to answer questions about what it is all students need to know and be able to do, how do we know students are learning, what do we do for students who are not learning, and for those who have mastered content. This process is reliant on data driven decisions, so staff must use tools to enter and disaggregate data in an effort to revise instructional and environmental strategies through an ongoing progress monitoring process.

Perceptions Strengths

Our school culture is founded in the socio-emotional well-being of our students and our staff. We strive for students to develop a healthy self-concept as well as empathy, appreciation, and respect for one another as well as for our teachers and staff. Our daily morning circle times provides the springboard for building a supportive learning environment in our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the campus level, there is a need for more resources for parent education for all demographics. **Root Cause:** A lack of parent education and inclusion of certain demographics including, but not limited to, the ELL population.

Priority Problem Statements

Problem Statement 1: Quintile 1 and Quintile 2 students across the campus did not show the expected growth on MAP assessments.

Root Cause 1: Staff lacks training and implementation of depth and complexity as well as differentiation strategies to extend the learning with these students.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: 28% of students did not achieve the "Meets Grade Level" standard (Grades 3-5) on the reading STAAR Test.

Root Cause 3: Guided reading and targeted literacy stations are not consistently implemented.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: 42% of students did not achieve the "Meets Grade Level" standard (grades 3-5) on the math STAAR test.

Root Cause 2: Students have a lack of foundational skills in numeracy. Teachers are at different levels of autonomy with the implementation of utilization of math manipulatives and differentiating instruction. There is a lack of consistency with utilizing a building-wide problem solving strategy.

Problem Statement 2 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade 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
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community 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







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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Schell 3rd grade students that score meets grade level or above on STAAR Reading will increase from 77% in 2022 to 78% by June 2023. The Economically Disadvantaged student group performance will increase from 50% in 2022 to 52% in 2023. The White student group performance will increase from 63% in 2022 to 64% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading - 3rd grade

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 2</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 Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide extended planning time for teachers to analyze formative assessments and other assessment data in order to plan instruction for TIER 1.</p> <p>Strategy's Expected Result/Impact: By allowing teachers and teams dedicated time to analyze data and make instructional adjustments based on the data, student performance will improve as evidenced by administrative and instructional agendas and walkthroughs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MTSS leadership team (Administrators and IS)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Utilize adult temps for accelerated instruction based on HB 4545 - 199 State Comp Ed, - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Quintile 1 and Quintile 2 students across the campus did not show the expected growth on MAP assessments. Root Cause: Staff lacks training and implementation of depth and complexity as well as differentiation strategies to extend the learning with these students.</p>


Student Learning







Problem Statement 2: 28% of students did not achieve the "Meets Grade Level" standard (Grades 3-5) on the reading STAAR Test. **Root Cause:** Guided reading and targeted literacy stations are not consistently implemented.

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 2022 to 2023.

Performance Objective 2: The percent of Schell students that score Meets grade level or above on STAAR Reading 3-5 will increase from 72% in 2022 to 73% by June 2023. The Special Education student group performance will increase from 43% in 2022 to 46% in 2023. The African American student group performance will increase from 43% in 2022 to 45% in 2023.

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs and extended planning days 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 2</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
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize iStation as a differentiation resource for students in grades 3-5</p> <p>Strategy's Expected Result/Impact: Student growth in reading achievement in grades 3-5</p> <p>Staff Responsible for Monitoring: classroom teachers in 3-5, specialists, and admin</p> <p>TEA Priorities: Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: iStation Software - 199 State Comp Ed - \$1,950, iStation Software - 199 Bilingual/ESL/ELL - \$774</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:


Student Learning
<p>Problem Statement 2: 28% of students did not achieve the "Meets Grade Level" standard (Grades 3-5) on the reading STAAR Test. Root Cause: Guided reading and targeted literacy stations are not consistently implemented.</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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Schell 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% in 2022 to 63% by June 2023. The Economically Disadvantaged student group performance will increase from 25% in 2022 to 27% in 2023. The English Learner student group performance will increase from 52% in 2022 to 54% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs and extended planning days 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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</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 3: 42% of students did not achieve the "Meets Grade Level" standard (grades 3-5) on the math STAAR test. Root Cause: Students have a lack of foundational skills in numeracy. Teachers are at different levels of autonomy with the implementation of utilization of math manipulatives and differentiating instruction. There is a lack of consistency with utilizing a building-wide problem solving strategy.</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 2022 to 2023.

Performance Objective 2: The percent of Schell students that score Meets grade level or above on STAAR Math 3-5 will increase from 58% in 2022 to 59% by June 2023. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 37% in 2023. The Special Education student group performance will increase from 33% in 2022 to 36% in 2023.

Evaluation Data Sources: 2023 STAAR Math

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>	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 Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 1: Quintile 1 and Quintile 2 students across the campus did not show the expected growth on MAP assessments. Root Cause: Staff lacks training and implementation of depth and complexity as well as differentiation strategies to extend the learning with these students.</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 2022 to 2023.

Performance Objective 1: The percent of Schell students that score Meets grade level or above on STAAR Science 5 will increase from 45% in 2022 to 46% by June 2023. The Economically Disadvantaged student group performance will increase from 31% in 2022 to 33% in 2023. The Special Education student group performance will increase from 14% in 2022 to 17% in 2023.

Evaluation Data Sources: 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs and extended planning days 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 Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</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	Sydney Conces	Classroom Teacher
Classroom Teacher	Sha-Li Tsai	Classroom Teacher
Classroom Teacher	Hana Ishaq	Classroom Teacher
Business Representative	Sameer Kumar	Business Representative
Parent	Shayla Locklear	Parent
Business Representative	Greg Coon	Business Representative
Classroom Teacher	Dee Adams	ESL Teacher
Parent	Carla Albarwani	Parent
Parent	Mark Pollack	Parent
Parent	Barbara Munoz Rivera	Parent
Parent	Sally Michaud	Parent
Parent	Bibin Lukose	Parent
Parent	Saba Saiyed	Parent
Parent	Huda Ahmad	Parent
Parent	Farrah Qureshi	Parent
Classroom Teacher	Chloe Saenz	Classroom Teacher
Classroom Teacher	Shvuel Ribak	Classroom Teacher
Classroom Teacher	Rachel Balch	Classroom Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Utilize adult temps for accelerated instruction based on HB 4545		\$0.00
1	2	3	iStation Software		\$1,950.00
Sub-Total					\$1,950.00
Budgeted Fund Source Amount					\$1,950.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	iStation Software		\$774.00
Sub-Total					\$774.00
Budgeted Fund Source Amount					\$774.00
+/- Difference					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,025.00
+/- Difference					\$3,025.00
Grand Total Budgeted					\$5,749.00
Grand Total Spent					\$2,724.00
+/- Difference					\$3,025.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	8	27	0	38	0	7	20	3	23	67	15	82
2022	60	75	63		87		71	50	100	70	82	53	77
2023	62	77	64		88		74	52	100	72	83	54	78
2024	64	79	64		88		77	54	100	74	83	56	78
2025	66	81	65		89		81	56	100	77	84	58	79
2026	70	85	67		91		87	60	100	81	86	61	81
2027	74	89	68		92		94	64	100	86	87	64	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	4	17	0	57	1	9	33	1	38	61	27	88
2022	38	50	53		82	100	33	52	0	63	77	59	72
2023	40	52	54		83	100	36	54	1	65	78	60	73
2024	42	54	54		83	100	39	56	1	67	78	62	73
2025	44	56	55		84	100	43	58	2	70	79	64	74
2026	48	60	57		86	100	49	62	4	74	81	67	76
2027	52	64	58		87	100	56	66	5	79	82	70	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	7	24	0	53	0	14	29	7	30	76	23	99
2022	40	43	62		79		36	59	43	60	72	61	70
2023	42	45	63		80		39	61	44	62	73	62	71
2024	44	47	63		80		42	63	44	64	73	64	71
2025	46	49	64		81		46	65	45	67	74	66	72
2026	50	53	66		83		52	69	47	71	76	69	74
2027	54	57	67		84		59	73	48	76	77	72	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	23	19	68	0	148	1	30	82	11	91	204	65	269
2022	43	58	60		82	100	43	54	55	64	77	58	72
2023	45	60	61		83	100	46	56	56	66	78	59	73
2024	47	62	61		83	100	49	58	56	68	78	61	73
2025	49	64	62		84	100	53	60	57	71	79	63	74
2026	53	68	64		86	100	59	64	59	75	81	66	76
2027	57	72	65		87	100	66	68	60	80	82	69	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	8	27	0	38	0	7	20	3	23	67	15	82
2022	40	62	48		74		71	25	100	52	70	27	62
2023	43	64	49		75		74	27	100	54	71	29	63
2024	46	67	51		77		77	30	100	56	73	31	65
2025	49	71	53		79		81	34	100	59	75	34	67
2026	55	75	55		81		86	38	100	63	77	38	69
2027	61	81	58		84		93	44	100	68	80	43	72

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	4	17	0	57	1	9	33	1	38	61	27	88
2022	25	50	35		70	100	33	42	0	42	67	41	59
2023	28	52	36		71	100	36	44	1	44	68	43	60
2024	31	55	38		73	100	39	47	3	46	70	45	62
2025	34	59	40		75	100	43	51	5	49	72	48	64
2026	40	63	42		77	100	48	55	7	53	74	52	66
2027	46	69	45		80	100	55	61	10	58	77	57	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	7	24	0	53	0	14	29	7	30	76	23	99
2022	40	14	33		72		14	34	57	53	59	35	54
2023	43	16	34		73		17	36	58	55	60	37	55
2024	46	19	36		75		20	39	60	57	62	39	57
2025	49	23	38		77		24	43	62	60	64	42	59
2026	55	27	40		79		29	47	64	64	66	46	61
2027	61	33	43		82		36	53	67	69	69	51	64

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	23	19	68	0	148	1	30	82	11	91	204	65	269
2022	35	42	40		72	100	33	35	64	48	65	35	58
2023	38	44	41		73	100	36	37	65	50	66	37	59
2024	41	47	43		75	100	39	40	67	52	68	39	61
2025	44	51	45		77	100	43	44	69	55	70	42	63
2026	50	55	47		79	100	48	48	71	59	72	46	65
2027	56	61	50		82	100	55	54	74	64	75	51	68

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schell

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	7	24	0	53	0	14	29	7	30	76	23	99
2022	40	0	29		57		14	31	57	37	49	35	45
2023	43	2	30		58		17	33	58	39	50	37	46
2024	46	5	32		60		20	36	60	41	52	39	48
2025	49	9	34		62		24	40	62	44	54	42	50
2026	55	14	36		64		29	45	65	48	56	46	52
2027	61	20	39		67		36	51	69	53	59	50	55

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
Principal, 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, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>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. Campus Wellness Plan ● 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">● Utilize social media to keep parents and community informed. Funding source: State and Local● 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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