

Plano Independent School District
Schell Elementary
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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 444 students in grades Kindergarten through Fifth grade. In regards to ethnicity: 45% of our population identifies themselves as Asian, 24% as white, 12% as African American, 14% as Hispanic, 5% as 2 or more, and .02% of our students are American Indian. 15% qualify and are served through our Gifted and Talented program. 32% of our students are Economically Disadvantaged. We serve 16% of our students with Special Education services and 6% 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 (Prioritized): White students did not reach the same level of achievement and growth on the Grades 3-5 Mathematics STAAR as the general population.

Root Cause: Misalignment between understanding data sources and teacher assumption of engagement and instructional practices.

Priority Problem Statements

Problem Statement 1: White students did not reach the same level of achievement and growth on the Grades 3-5 Mathematics STAAR as the general population.

Root Cause 1: Misalignment between understanding data sources and teacher assumption of engagement and instructional practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: K-2 students were below 90% achievement on the end of year Reading MAP.

Root Cause 2: Teachers may not be employing sufficient scaffolding/ chunking/ differentiation for students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Quintile 1 and 2 students did not reach 100% of their Projected Growth for the following grade levels and subjects: Grade 1 reading Grade 2 Math and reading Grade 4 Math, Reading, and Science Grade 5 Math and Reading

Root Cause 3: Teachers have limited planning time resulting in inconsistent implementation of differentiation and intentional planning for our highest learners.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 4th and 5th grade students account for 84% of office referrals and 49% of teacher managed incidents in Review 360.

Root Cause 4: Larger class sizes are resulting in more opportunities for behavior to be unaddressed or inconsistent student management strategies.

Problem Statement 4 Areas: School Processes & Programs

Goals

Revised/Approved: September 7, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2022 to 78% by June 2024. The Special Education student group performance will increase from 35% in 2022 to 77% by June 2024. The Economically Disadvantaged student group performance will increase from 48% in 2022 to 54% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 67% in 2022 to 73% by June 2024. The Special Education student group performance will increase from 24% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will

increase from 46% in 2022 to 56% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 64% in 2022 to 71% by June 2024. The Special Education student group performance will increase from 21% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 63% by 2024.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will participate in weekly PLC's to unpack and break down the grade level TEKS to collaboratively plan effective lessons and analyze data for whole group and small group instruction.</p> <p>Strategy's Expected Result/Impact: High teacher achievement with planning and instructional processes 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	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</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	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>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Utilize Adult Temps for accelerated instruction based on HB 1416 - 282 ESSER III</p>	Formative		Summative
	Nov	Feb	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: K-2 students were below 90% achievement on the end of year Reading MAP. **Root Cause:** Teachers may not be employing sufficient scaffolding/ chunking/ differentiation for students.

Problem Statement 2: Quintile 1 and 2 students did not reach 100% of their Projected Growth for the following grade levels and subjects: Grade 1 reading Grade 2 Math and reading Grade 4 Math, Reading, and Science Grade 5 Math and Reading **Root Cause:** Teachers have limited planning time resulting in inconsistent implementation of differentiation and intentional planning for our highest learners.

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 62% in 2022 to 65% by June 2024. The Special Education student group performance will increase from 30% in 2022 to 77% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 38% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 60% in 2022 to 62% by June 2024. The Special Education student group performance will increase from 38% in 2022 to 43% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 47% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 69% in 2022 to 71% by June 2024. The Special Education student group performance will increase from 23% in 2022 to 28% by June 2024. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 47% by 2024.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will participate in weekly PLC's to unpack and break down the grade level TEKS to collaboratively plan effective lessons and analyze data for whole group and small group instruction.</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>School wide usage of process standards and a problem solving method (UPS check).</p> <p>Staff Responsible for Monitoring: Team Leaders Grade level teachers Specialists Administration</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: Demographics 1</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	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. Increase in academic achievement as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administration Instructional Specialist Grade level teachers</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: Demographics 1 - Student Learning 2</p>	Formative		Summative
	Nov	Feb	June

 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: White students did not reach the same level of achievement and growth on the Grades 3-5 Mathematics STAAR as the general population. Root Cause: Misalignment between understanding data sources and teacher assumption of engagement and instructional practices.</p>
Student Learning
<p>Problem Statement 2: Quintile 1 and 2 students did not reach 100% of their Projected Growth for the following grade levels and subjects: Grade 1 reading Grade 2 Math and reading Grade 4 Math, Reading, and Science Grade 5 Math and Reading Root Cause: Teachers have limited planning time resulting in inconsistent implementation of differentiation and intentional planning for our highest learners.</p>

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 57% in 2022 to 62% by June 2024. The Special Education student group performance will increase from 62% in 2022 to 65% by June 2024. The Economically Disadvantaged student group performance will increase from 28% in 2022 to 36% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June
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Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Quintile 1 and 2 students did not reach 100% of their Projected Growth for the following grade levels and subjects: Grade 1 reading Grade 2 Math and reading Grade 4 Math, Reading, and Science Grade 5 Math and Reading **Root Cause:** Teachers have limited planning time resulting in inconsistent implementation of differentiation and intentional planning for our highest learners.

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details	Reviews		
<p>Strategy 1: Attendance will be monitored for all students and office procedures for excessive absences or tardies have been put into place.</p> <p>Strategy's Expected Result/Impact: Attendance rates will increase.</p> <p>Parent education for students with excessive unexcused absences will be addressed.</p> <p>Staff Responsible for Monitoring: Secretary Grade Level Teachers Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details	Reviews		
<p>Strategy 1: Add a weekly review of R360 behavior incidents at structured administrator and counselor meetings to identify students in need of interventions, identify disproportionality issues, and track progress for both.</p> <p>Strategy's Expected Result/Impact: Increased behavior instruction and support for students with behavioral challenges.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will utilize PBIS lessons for school-wide procedures to teach students procedures for common areas following our PBIS initiatives for the year.</p> <p>Strategy's Expected Result/Impact: Students' ability to interact and problem solving appropriately will increase, and there will be a decrease in their discipline incidents.</p> <p>Staff Responsible for Monitoring: Teachers, PBIS team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Campus Funding Summary

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Utilize Adult Temps for accelerated instruction based on HB 1416		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,250.00
+/- Difference					\$3,250.00
Grand Total Budgeted					\$3,250.00
Grand Total Spent					\$0.00
+/- Difference					\$3,250.00