Plano Independent School District

Schell Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Schell Mission Statement

Schell is committed to empowering, supporting, and caring for the whole child to create a safe and nurturing environment that promotes relationships, responsibility, academic excellence, and respect for all.

Vision

Schell Staff Beliefs

1. I believe the goal of behavior management efforts is to foster student responsibility by helping students see the correlation between behavior and its effects, including natural consequences, positive or negative, so that students learn from their mistakes.
2. I believe my efforts to uphold our behavior management system and instructional framework should be proactive, collaborative, and student focused.
3. *I believe that by using the established and written behavior management procedures with fidelity, I will positively contribute to consistency and unity in behavior management across the school.*
4. *I believe that by supporting a safe, diverse, and inclusive learning environment, I will contribute to staff and students feeling valued.*
5. *I believe that each child should have differentiated opportunities to learn, both behaviorally and academically, and mistakes are opportunities for learning and growth.*
6. *I believe that relationships are cultivated through positive and consistent interactions, and ultimately this is the foundation for successful behavior management and academic growth.*
7. *I believe that as an educator, collaborating, learning new things, and being open to feedback will lead to personal and school improvement.*

Value Statement




fairness
kind
compassion
kind
accountable
respect
fairness
caring
flexible
dependable
dedicated
positivity
collaboration
accountable
fairness
try it attitude
kind
flexible
patience
commitment
compassion
caring
caring
positivity
flexible
dedicated
kind
caring
patience
creativity
caring
kind
supportive
acceptance
communication
kind
communication
love
building relationships
enthusiasm
dedicated
professional
building relationships
communication
creativity
love
love
respect
responsiblity
patience
kind
love
flexible
organized
caring
try it attitude
kind
kind
kind
caring
kind
kind
respect
love
love
kind
kind
kind
caring
creativity
patience
respect
kind
kind
kind

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Comprehensive Needs Assessment

Demographics

Summary

Our campus serves a **diverse and high-need student body**, defined by significant multilingual and special education populations as well as notable socio-economic and attendance challenges:

- **Demographics & Gender:** The student body is racially diverse—led by Asian (42.5%), White (22.2%), African American (14.8%), and Hispanic (14.6%) students—with a gender split of **54% male and 46% female**.
- **Special Populations & Support:** Nearly half our students (**47%**) are designated At-Risk. Over a third are Emergent Bilinguals (**33% EB**) or economically disadvantaged (**35% free/ reduced lunch**), and nearly one in five (**19%**) receives Special Education services.
- **Attendance Risk:** Attendance remains a key area of concern, with **107 students** accumulatir 7 or more absences or tardies.

Key Takeaway: With high proportions of At-Risk, EB, and Special Education students, campus success relies heavily on targeted language support, differentiated instruction, and proactive attendance intervention

Strengths

- High cultural diversity
- Strong multilingual potential
- Clear targetability for special programs

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism and tardiness are interrupting instructional continuity.	Students experiencing chronic absenteeism are not consistently connected to intervention supports and campus engagement systems.
2 ★	Professional learning on poverty and trauma informed practices for staff are needed to build empathy with new demographics of families.	The economically disadvantaged population has significantly increased to almost 40% of our students.
3 ★	Emergent Bilinguals and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard.	Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary.

★ = Priority

Student Learning

Summary

Across core academic and language measures, **fewer than half of students in key grades are entering the next level fully prepared**, driven largely by foundational gaps and lost instructional time:

- **Math Proficiency & Culture:** While 3rd graders show solid baseline potential (79% approaching), grade-level proficiency caps at **51–52% in 4th and 5th grades**. This issue is compounded by lost instruction time, as teachers frequently pause to manage behavior due to inconsistent site-wide procedures.
- **Reading & Targeted Growth:** Reading progress is lagging at both ends of the primary pipeline (K, 1st) and in 4th grade (low Q5 MAP growth), while HB 1416 accelerated learning groups are failing to keep pace with peer growth.
- **Language Acquisition:** TELPAS data reflects stagnant language proficiency, showing little to no growth across English Learners.

Strengths

- Students outperform state average in Math, Reading, and Science
- Reading is an area of strength

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on recent Math STAAR data, only 60% of 3rd grade students, 51% of 4th grade students, and 52% of 5th grade students are meeting expectations on STAAR Math.	Instructional pacing and differentiation are not consistently aligned to student readiness levels and growth targets.
2 ★	Our English learning (EB) students are not making progress in English from year to year. Most noticeably, students in 1st-5th grade showed minimal progress in TELPAS.	Instructional supports and academic vocabulary development are not consistently aligned to the linguistic needs of EB students across content areas.
3 ★	Students did not consistently achieve the Meets Grade Level performance standards in mathematics across grade levels.	Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction.

★ = Priority

School Processes & Programs

Summary

Schell has many effective processes and programs, most notably our PBIS model. Teachers have made effective use of team planning and Team Leader meetings. Our PLANNer has helped to integrate technology, which will be further advanced with the addition of BenQ boards. An area of focus will be the implementation of Guiding Coalitions.

Strengths

- Data meetings with Student Support Liaison
- PBIS
- Power Planning
- Utilization of WIN Time

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers are working in isolation within their grade levels instead of talking across grade levels leading to a lack of vertical alignment.	Lack of formal protocols, grade-level isolation, and lack of participation contribute to time limits and a lack of vertical alignment.
2	The MTSS process has updated and changed so much over the last couple of years leading to teacher confusion and lack of clarity in the process.	There are many steps and too many documents to follow that takes time to process and implement.

★ = Priority

Perceptions

Summary

HRS data is largely positive but shows a need for more teacher celebrations and feedback. Parents also feel they need more opportunities for input on the way the school functions.

Strengths

- School is perceived as safe and orderly.
- Teachers feel there is a PLC process with stated goals in place.
- Parents feel that teachers address issues with curriculum and instruction quickly and effectively.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	29 parents out of 443 students filled out the HRS level 1 survey.	Lack of parent education on the survey and how it is used.
2	Parental involvement in campus PTA events is disproportionately driven by a small, core group of volunteers, resulting in low overall parent participation and volunteer burnout.	More parents work full-time jobs and don't prioritize volunteering.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Based on recent Math STAAR data, only 60% of 3rd grade students, 51% of 4th grade students, and 52% of 5th grade students are meeting expectations on STAAR Math.	Instructional pacing and differentiation are not consistently aligned to student readiness levels and growth targets.
2	Emergent Bilinguals and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard.	Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary.
3	Students did not consistently achieve the Meets Grade Level performance standards in mathematics across grade levels.	Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction.
4	Chronic absenteeism and tardiness are interrupting instructional continuity.	Students experiencing chronic absenteeism are not consistently connected to intervention supports and campus engagement systems.
5	Professional learning on poverty and trauma informed practices for staff are needed to build empathy with new demographics of families.	The economically disadvantaged population has significantly increased to almost 40% of our students.
6	Our English learning (EB) students are not making progress in English from year to year. Most noticeably, students in 1st-5th grade showed minimal progress in TELPAS.	Instructional supports and academic vocabulary development are not consistently aligned to the linguistic needs of EB students across content areas.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Priorities

Priority 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

Strategic Performance Objective: Objective 1.1 Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiate forall students to achieve high levels of learning.

Goal 1

By the end of the 2025-26 school year, 100% of students will meet or exceed their projected growth targets in Reading as measured by the Projected Growth Report.

Performance Target: HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 67 to 70% in 2027.

The campus growth percentile will meet or exceed the campus achievement percentile in Reading MAP at the beginning, middle and end of the year.

Every student will meet or exceed their projected growth score from Fall to Winter and Fall to Spring on Reading MAP.

By the end of the 2026-2027 school year, 77% of students in grades 2-5 will score Meets or Higher on the End-of-Year MAP Projected Proficiency Summary Report, representing a 10 percentage point increase from the 2025-2026 baseline.

Each of the five quintiles by grade level will meet or exceed the percent of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports when compared to the district on Reading MAP.

HB1416 Students will demonstrate 50% growth in Reading from previous year.

Expected Result: Student achievement and growth will improve with a reduction in achievement gaps.

Strategy 1

Analyze Reading MAP quintile data during PLCs to identify student needs, adjust tier 1 instruction, and monitor student growth throughout the year.

Staff Responsible for Monitoring: Student Support Liaison and instructional staff

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 2

Implement evidence-based Tier 1 instructional practices as monitored through PLCs and lesson plans.

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 3

Daily implementation of targeted interventions and differentiated instruction to accelerate the growth of students currently performing at the Approaches grade level standard.

Staff Responsible for Monitoring: PLC's and classroom teachers

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 4

Implementation of student goal setting and data protocols for beginning of the year MAP, middle of the year MAP, end of the year MAP, TELPAS and STAAR testing.

Staff Responsible for Monitoring: classroom teachers

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Emergent Bilinguals and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard.	Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Our English learning (EB) students are not making progress in English from year to year. Most noticeably, students in 1st-5th grade showed minimal progress in TELPAS.	Instructional supports and academic vocabulary development are not consistently aligned to the linguistic needs of EB students across content areas.
3	Students did not consistently achieve the Meets Grade Level performance standards in mathematics across grade levels.	Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction.

Goal 2

By the end of the 2025-26 school year, 100% of students will meet or exceed their projected growth targets in Math as measured by the Projected Growth Report.

Performance Target: 67% of students in grades 2-5 will score Meets or Higher on the End-of-Year MAP Projected Proficiency Summary Report, representing a 10 percentage point increase from the 2025-2026 baseline.

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 50 to 60% in 2027. 4th grade students will score 61% meets and 5th grade will score 72% meets.

The campus growth percentile will meet or exceed the campus achievement percentile in Math MAP at the beginning, middle and end of the year.

Every student will meet or exceed their projected growth score from Fall to Winter and Fall to Spring on Math MAP.

By the end of the 2026-2027 school year, 75% of students in grades 2-5 will score Meets or Higher on the End-of-Year MAP Projected Proficiency Summary Report, representing a 10 percentage point increase from the 2025-2026 baseline.

Each of the five quintiles by grade level will meet or exceed the percent of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports when compared to the district on Math MAP.

HB1416 Students will demonstrate 50% growth in Math from previous year.

Expected Result: Student achievement and growth will improve with a reduction in achievement gaps.

Strategy 1

Analyze Math MAP quintile data during PLCs to identify student needs, adjust tier 1 instruction, and monitor student growth throughout the year.

Staff Responsible for Monitoring: Student Support Liaison and instructional staff

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 2

Implement evidence-based Tier 1 instructional practices as monitored through PLCs and lesson plans.

Staff Responsible for Monitoring: Teachers and admin

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 3

Daily implementation of targeted interventions and differentiated instruction to accelerate the growth of students currently performing at the Approaches grade level standard.

Staff Responsible for Monitoring: PLC's and classroom teachers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 4

Implementation of student goal setting and data protocols for beginning of the year MAP, middle of the year MAP, end of the year MAP, TELPAS and STAAR testing.

Staff Responsible for Monitoring: classroom teachers

Problem Statements: Demographics 3 - Student Learning 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Emergent Bilinguals and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard.	Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary.

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on recent Math STAAR data, only 60% of 3rd grade students, 51% of 4th grade students, and 52% of 5th grade students are meeting expectations on STAAR Math.	Instructional pacing and differentiation are not consistently aligned to student readiness levels and growth targets.
2	Our English learning (EB) students are not making progress in English from year to year. Most noticeably, students in 1st-5th grade showed minimal progress in TELPAS.	Instructional supports and academic vocabulary development are not consistently aligned to the linguistic needs of EB students across content areas.

Priority 2

Pillar 2: 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 Performance Objective 2.3 Increase access and opportunities for students to achieve Career, College, and Military Readiness (CCMR) status PreK through 12th grade system.

Goal 1

By the end of the 2026-2027 school year, the percentage of students meeting their individual MAP growth goals and performing at Meets Grade Level or above on STAAR will increase by 3% from the 2025-2026 CCMR metrics.

Performance Target: Increase students meeting Plano ISD elementary CCMR indicators by over 3% over the 2025-2026 baseline, as measured through MAP growth, STAAR performance, and advanced course eligibility.

Expected Result: Students will demonstrate increased readiness for advanced coursework by meeting MAP growth expectations, achieving Meets Grade Level or above on STAAR, and qualifying for advanced academic opportunities.

Strategy 1

Counselor and teachers analyze MAP/STAAR to determine 5th graders ready for higher-level coursework in 6th grade.

Staff Responsible for Monitoring: Counselor, 5th grade teachers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Quintile monitoring method to include all students to monitor assessment performance throughout the year to identify and track students.

Staff Responsible for Monitoring: PLC groups

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on recent Math STAAR data, only 60% of 3rd grade students, 51% of 4th grade students, and 52% of 5th grade students are meeting expectations on STAAR Math.	Instructional pacing and differentiation are not consistently aligned to student readiness levels and growth targets.
2	Our English learning (EB) students are not making progress in English from year to year. Most noticeably, students in 1st-5th grade showed minimal progress in TELPAS.	Instructional supports and academic vocabulary development are not consistently aligned to the linguistic needs of EB students across content areas.

Priority 3

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 Performance Objective: Objective 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By the end of the 2026-2027 school year, Schell Elementary will reduce total discipline incidents by 15% from the 2025-2026 baseline and decrease disproportionality in behavorial outcomes.

Performance Target: Reduce total discipline incidents by 15% from the 2025-2026 baseline and decrease disproportionality in behavioral outcomes as measured through district discipline reports.

The Code of Civility will be modeled and discussed with students and parents.

Expected Result: A consistent campus-wide behavior system will create a safer, more respectful learning environment while reducing office discipline referrals and disproportionality among student groups.

Strategy 1

Analyze discipline referral data every 9 weeks to identify trends, monitor disproportionality, and implement targeted behavioral interventions.

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 2

All grade level teams will consistently implement PBIS strategies and guidelines for success in order to implement common behavioral expectations, relationship-building practices, and early interventions to support students' behavior.

Staff Responsible for Monitoring: All

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Professional learning on poverty and trauma informed practices for staff are needed to build empathy with new demographics of families.	The economically disadvantaged population has significantly increased to almost 40% of our students.

Priority 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 Performance Objective 4.3 Create a culture of belonging for all members of the Plano ISD community.

Goal 1

By the end of the 2026-2027 school year, the Schell staff will fully implement Tier 1 PBIS practices to ensure 100% of classrooms sustain a minimum of 3:1 ratio of positive reinforcement to corrective feedback, measured quarterly through PBIS meeting agendas, monthly walkthrough data, and office discipline referral trends.

Performance Target: By May 2027, 100% of classrooms will demonstrate Tier 1 PBIS implementation with evidence of a minimum of 3:1 positive to corrective feedback ratio, verified through quarterly walkthroughs, PBIS guiding coalition agendas, and discipline data.

Expected Result: Staff will consistently implement Tier 1 PBIS practices, resulting in increased positive student behavior, stronger classroom culture, and fewer office discipline referrals.

Strategy 1

Regularly scheduled grade level student meetings to review attendance, positive student achievements, or concerns.

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Parent education of the guidelines for success, student code of conduct, and code of civility.

Staff Responsible for Monitoring: Admin

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 3

Schell staff will utilize Review 360 for positive reinforcement as well as corrective feedback.

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism and tardiness are interrupting instructional continuity.	Students experiencing chronic absenteeism are not consistently connected to intervention supports and campus engagement systems.
2	Professional learning on poverty and trauma informed practices for staff are needed to build empathy with new demographics of families.	The economically disadvantaged population has significantly increased to almost 40% of our students.