

Lockhart Independent School District
Plum Creek Elementary
2019-2020 Campus Improvement Plan

Mission Statement

Plum Creek Elementary School will provide academic and social experiences that inspire and educate students to be life long learners.

Vision

Plum Creek Elementary students and staff will become champions by doing our personal best each day to reach our goals.

Value Statement

We face each day with positivity and make purposeful choices in order to think critically, communicate effectively, and build relationships. We show respect and hold each other accountable as we strive to achieve our goals.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2019-2020.	16
Goal 2: Every student (grades K-5) will make 1.5 years of progress in math in 2019-2020.	19
Goal 3: Every student (grades K-5) will make progress in writing in 2019-2020.	22
Goal 4: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff.	24
Title I Personnel	28
2019-2020 Campus Site-Based Committee	29
District Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Plum Creek Elementary is a 33 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2019. Student enrollment at Plum Creek Elementary continued to steadily grow during 2018-2019, a pattern we have seen for the last six years; however, this year our attendance is lower as compared to our end of year 2019 data. August 2019 enrollment data shows that 551 students are enrolled and our Bilingual and Hispanic student groups are growing the fastest.

The campus has three student groups that reflect most of student population, in addition, there are eight bus routes serving the school.

Plum Creek Elementary School serves 551 students in grades K-5.

- 86% of our students are Hispanic
- 10% of our students are White
- 3% of our students are African-American
- 86% of our students are Economically Disadvantaged
- 43% of our students are English Language Learners

Demographics Strengths

At Plum Creek Elementary, we believe that diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds which enriches the learning environment through sharing of the personal experiences.
2. Our ELL students add cultural experiences to our school.
3. Students at Plum Creek Elementary are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PCE ended the year with a 96.6% attendance rate, which is 0.4% below district expectations. **Root Cause:** A small percentage of

students had chronic absences. Since we have zoned attendance, entire families will miss school when one student is sick.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in state accountability areas. For the 2018-2019 school year, Plum Creek Elementary received the following scores:

- Index 1 - Student Achievement - Plum Creek Elementary score: 72
- Index 2 - Student Progress - Plum Creek Elementary score: 79
- Index 3 - Closing Performance Gaps - Plum Creek Elementary score: 77

These scores result in Plum Creek Elementary receiving a 2019 Texas Accountability Met Standard rating, with an overall score of 78 (C). In addition, Plum Creek Elementary received 1 Distinction: Academic Achievement in Science

On the 2019 STAAR, the following scores for all grades show the percentage at the Approaches, Meets, and Masters level:

- 3rd grade Reading: Approaches 63%, Meets 33%, Masters 14%
- 4th grade Reading: Approaches 63%, Meets 29%, Masters 11%
- 5th grade Reading: Approaches 84%, Meets 42%, Masters 20%
- 3rd grade Math: Approaches 76%, Meets 42%, Masters 17%
- 4th grade Math: Approaches 62%, Meets 38%, Masters 21%
- 5th grade Math: Approaches 97%, Meets 64%, Masters 45%
- 4th grade Writing: Approaches 55%, Meets 18%, Masters 2%
- 5th grade Science: Approaches 76%, Meets 46%, Masters 26%
- 4th grade Reading (Growth Score 1 or 2): 47%
- 5th grade Reading (Growth Score 1 or 2): 71%
- 4th grade Math (Growth Score 1 or 2): 63%
- 5th grade Math (Growth Score 1 or 2): 90%

Student Academic Achievement Strengths

Plum Creek Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- High achievement of 5th grade students math.

- High percentage of student making growth in reading & math.
- STAAR scores for our 5th grade bilingual students in reading & math.
- High percentage of Meets and Masters scores on 5th grade Math STAAR.
- 82% of our students met 1.5 years growth in Reading (based on Istation)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing STAAR Approaches percentages have remained consistently below the state standard. **Root Cause:** 5 out of 6 were new teachers to the grade level.

Problem Statement 2: Our bilingual students in grades 3 and 4 performed lower than our non EL students on STAAR 2019. **Root Cause:** 3 out of 4 were new bilingual teachers to the grade level.

Problem Statement 3: 4th grade STAAR Approaches percentages have consistently dropped from 3rd grade percentages the year before. **Root Cause:** 5 out of 6 teachers were new to the grade level for 18-19. 4th grade staff retention is low. Testing requirements increase from 2 to 3 tests.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Plum Creek Elementary is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly team meetings to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements. Teachers meet weekly to discuss data and develop "WIN" (What I Need) activities for intervention and enrichment.

Plum Creek Elementary is committed to support the whole child by providing authentic assessment tools and social/emotional curriculum to increase student academic success and self confidence. Authentic assessments allow students to demonstrate their learning through performance, products, and presentation in regular use will be a campus goal. 7 Mindsets curriculum addresses the social emotional needs is provided every Monday and allows students to reflect and write critically ultimately building positive, life long learners. Kindergarten through 5th grade will use Istation for reading and Dream Box for math to support individualized learning and to provide data to impact small group instruction. In addition, Plum Creek will focus on A/R to increase reading comprehension skills. District checkpoints by unit (approximately every 6 weeks) will provide the teachers and campus to track student growth. Monitoring conferences will be held every 6-9 weeks with administration and RTI. Teachers are required to meet with students in small groups.

Plum Creek is comprised of a diverse and inclusive faculty and staff who have a wide range of talents and skills who create a learning environment where all students and families are made to feel welcome. Plum Creek continued using TBRI last year. TBRI uses a coaching discipline program that focuses on the needs of students. Staff surveys taken at the end of last year had positive results about the 2018-2019 school year in all areas. The environment of Plum Creek is one where teachers feel supported by their teams and administration. Recruitment of bilingual teachers in South Texas provided quality new staff to the campus. The staff turnover rate at Plum Creek was 7%.

School Processes & Programs Strengths

Plum Creek has identified the following strengths:

1. Teachers focused on using math manipulatives for math instruction (concrete) before moving to pictorial and abstract math problems showed strong gains in math scores.
2. Progress Monitoring Conferences encouraged collaboration between administration, RTI teacher and classroom teachers to plan for next steps in meeting students' needs.

3. Weekly data meetings to address student needs and successes provides structure to Intervention/Enrichment time.
4. The master schedule and calendar maximized the amount of time spent on instruction.
5. Master teachers on campus provide professional development to staff.
6. Administering/Monitoring Istation for all students K-5.
7. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student meets and masters STAAR scores are low. **Root Cause:** We have more resources and focus on Tier 2 and Tier 3 students. Increase resources and training for staff and provided accelerated, targeted instruction on Tier 1 students.

Perceptions

Perceptions Summary

Parents, teachers, and students at Plum Creek Elementary take pride in their school and the school's reputation of success. The perception of Plum Creek Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. Plum Creek Elementary's focus is not just on STAAR scores, but also on individual student growth through monitoring. Our commitment is to keep student success at the center of all actions and decisions. With the anticipated growth of our campus we will need to look for ways effectively use all spaces on campus to effectively meet the needs of students, families and staff.

Plum Creek Elementary strives to build positive relationships with the students and parents of our students. Plum Creek works very hard to create a learning environment that includes all family and community members. Many daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the website, providing paper copies in notes in both languages, sending out Skyalert messages by phone, and tweeting important events on our Plum Creek Twitter page. We make every effort to communicate in both languages. PTA supports events on campus and has a PTA Plum Creek Facebook page.

Perceptions Strengths

Strengths for Plum Creek would include:

- *Increased parent communication in both English and Spanish.
- *A variety of family events including Veteran's Day Celebration, Math and Science Nights, Science Fair, Bi-monthly Literacy Nights, Latino Literacy, Dia de los Muertos, Cinco de Mayo, Color Run and Fall Festival, Valentine's Dance, Parent Involvement Day events, and End of Year Award's Ceremony.
- * 5th grade Choir represents our school by participating in Dickens on the Square.
- * NEHS and Student Council support Keep Lockhart Beautiful and provide garden cleanup service projects at Plum Creek.
- *PCE has an open door policy and welcomes parent input and questions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PCE parent participation is low. **Root Cause:** During the 18-19 school year, parent participation was 5% at most events. Parents

shared with staff and the end of year survey that prior commitments with work or limited transportation effected participation.

Priority Problem Statements

Problem Statement 1: 4th grade STAAR Approaches percentages have consistently dropped from 3rd grade percentages the year before.

Root Cause 1: 5 out of 6 teachers were new to the grade level for 18-19. 4th grade staff retention is low. Testing requirements increase from 2 to 3 tests.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Our bilingual students in grades 3 and 4 performed lower than our non EL students on STAAR 2019.

Root Cause 2: 3 out of 4 were new bilingual teachers to the grade level.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Writing STAAR Approaches percentages have remained consistently below the state standard.

Root Cause 3: 5 out of 6 were new teachers to the grade level.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: PCE ended the year with a 96.6% attendance rate, which is 0.4% below district expectations.

Root Cause 4: A small percentage of students had chronic absences. Since we have zoned attendance, entire families will miss school when one student is sick.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student meets and masters STAAR scores are low.

Root Cause 5: We have more resources and focus on Tier 2 and Tier 3 students. Increase resources and training for staff and provided accelerated, targeted

instruction on Tier 1 students.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: PCE parent participation is low.

Root Cause 6: During the 18-19 school year, parent participation was 5% at most events. Parents shared with staff and the end of year survey that prior commitments with work or limited transportation effected participation.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- 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
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2019-2020.

Performance Objective 1: During the 2019-2020 school year, 85% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

Evaluation Data Source(s) 1: Istation reports, STAAR reports, Ren Learning

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) V. Hernandez (RTI) Classroom teachers</p>	<p>Administration will monitor lesson plans and conduct weekly walk throughs during guided reading time . Classroom teachers will conduct guided reading 4-5 times per week. 85% of students will make 1.5 years progress based on August to May ISIP scores.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Teachers will meet weekly for PLCs and will focus on power standards during PLCs.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) V. Hernandez (RTI) Classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Teachers will use data to spiral and reteach TEKS not mastered. PLC will use authentic student work to analyze growth for each student.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) The campus will implement the instructional framework model, Fundamental Five, that will set the expectation for core instructional practices in all classrooms during the reading block.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 25 Power Walks weekly.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Coaching cycles will be conducted after 15 walk throughs (approximately every 6-9 weeks).</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Students will be encouraged to read books and meet word count goals.</p>	<p>Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers</p>	<p>Students reading more will impact student reading growth. Student names will be displayed on the word count wall, and class/house team points will be updated bi-weekly. Prizes will be awarded monthly at PCEPROUD assemblies.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Classroom teachers will meet monthly with RTI Teacher to review student data and growth. Focused lessons will be developed for Intervention/Enrichment time.</p>	<p>RTI Teacher, Veronica Hernandez (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers Teacher Aides</p>	<p>Teachers will monitor Istation reports and running records. Students will receive targeted interventions during Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Plum Creek will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents, and community members. (Ex. Literacy Night, Reading Mentors, Peer Reading, & Read-A-Thon)</p>	<p>Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom Teachers</p>	<p>Students reading more will impact student reading growth. Parents will learn strategies on how to support reading at home with their child. Sign in sheets will show an increase in participation to 10% or more compared to 18-19.</p>				
Funding Sources: 211 - Title I-A - 925.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Bilingual teachers will meet monthly in Bilingual meetings.	2nd grade Bilingual teacher, Maria Reyes (Lead) Team: J. Griebel (Principal) L. Taylor (AP) Bilingual/ESL teachers	Monitoring bilingual student data will allow teachers to ensure student growth is happening in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth. Bilingual teachers will review progress on language standards (ELPS) and plan cultural campus-wide activities.				

Goal 2: Every student (grades K-5) will make 1.5 years of progress in math in 2019-2020.

Performance Objective 1: During the 2019-2020 school year, 85% of students in grades K-5 will make at least 1.5 years of progress in math.

Evaluation Data Source(s) 1: Dream Box reports (K-1), Ren Learning reports (2-5), and STAAR reports, Math Reflex

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Teachers will provide small group math instruction to students on a daily basis which includes using math manipulatives and interactive technology programs (Dream Box) to build conceptual to abstract knowledge in math.</p>	<p>Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Classroom teachers</p>	<p>Administration will monitor lesson plans. Classroom teachers will provide small group math lessons 4-5 times per week.</p>				
Funding Sources: 199 - General Fund - 3000.00						
<p>TEA Priorities Build a foundation of reading and math 2) Teachers will conduct daily Math Talks with students.</p>	<p>Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Classroom teachers</p>	<p>Administration will conduct weekly walk throughs during scheduled Math Talk time.</p>				
<p>TEA Priorities Build a foundation of reading and math 3) Teachers will provide daily critical writing math activities which spiral TEKS.</p>	<p>Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Classroom teachers</p>	<p>Student understanding of math problems will increase due to writing their thinking process when analyzing and solving math problems.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) The campus will implement the instructional framework model, Fundamental Five, that will set the expectation for core instructional practices in all classrooms during math.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Administration will conduct 25 Power Walks weekly. The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Coach cycles will be conducted by admin after every 15 walk throughs (approximately every 6-9 weeks).</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Teachers will complete the PC Monitoring Form bi-weekly via google sheets. Teachers will use data to spiral and reteach TEKS not mastered.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Math Night & Parent Involvement Math activities will be provided at least 4 times for students and families (Fall: 2 times & Spring: 2 times)</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Student math growth will increase in Dream Box (K-1) and Ren Learning (2-5) due to providing hands on activities for students and parents. Family engagement math activity bags will be sent home with students every other week.</p>				
Funding Sources: 211 - Title I-A - 600.00						
<p>7) Bilingual teachers will meet monthly in Bilingual meetings.</p>	<p>2nd grade Bilingual teacher, Maria Reyes (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	<p>Monitoring bilingual student data will allow teachers to ensure student growth is happening in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth. Bilingual teachers will review progress on language standards (ELPS) and plan cultural campus-wide activities.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Goal 3: Every student (grades K-5) will make progress in writing in 2019-2020.





Performance Objective 1: During the 2019-2020 school year, 85% of students in grades K-5 will average a 3-4 in writing.

Evaluation Data Source(s) 1: Writing Rubric

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use Matt Glover Writers Workshop (K) or Patterns of Power (1-5) to build student writing skills. Students will write daily during their writing block.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Classroom teachers	Administration will conduct walk throughs during writing blocks and monitor weekly lesson plans to ensure classroom teachers are using Matt Glover (K-1) or Patterns of Power (2-5). Student work displayed and writing journals will show students daily writing.				
2) Teachers will meet once every month during faculty meetings to analyze student writing samples using a rubric.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Classroom teachers	Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring 2-3 student writing samples for 5 students to faculty meetings. Students writings will be reviewed based on TEKS that have been taught. Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.				
3) 3rd and 4th grade teachers will use the writing program, Be a Writer to build students writing skills.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) 3rd/4th grade teachers	In an effort to provide students with a variety of writing samples teachers will use the Be A Writer curriculum daily. Every month, student writing samples will be scored with a writing rubric to assess growth. Teachers will assign lessons to support areas of need with small group and individuals.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)	Librarian, Kristin Scott (Lead) Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers	Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.				
5) 4th grade students will take checkpoints during the spring semester.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) 4th grade teachers	Student checkpoints will reflect gains from prior week checkpoints.				
6) Plum Creek will host a writing showcase during the spring semester. Students will showcase their published work. Families will have an opportunity to work together on a writing project.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Classroom teachers	Student writing proficiency will increase based on writing rubrics. Parent will develop ideas for providing assistance at home with writing.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff.

Performance Objective 1: During the 2019-2020 school year, we will provide student and staff recognition awards and activities twice per month.


Evaluation Data Source(s) 1: ADA report, Positive Referrals, Istation reports, Dream Box reports, Ren Learn reports, Campus Performance Schedule, AR Reports, AESOP reports, Staff survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will be recognized for attendance and academics.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) L. Ramirez (Registrar) Classroom teachers	PCE's ADA will rise from 96.6% to meet or exceed our campus goal of 97%. Campus 1.5 growth will meet or exceed 85%.				
Funding Sources: 199 - General Fund - 750.00						
2) House teams will compete for monthly prizes for the team having the highest attendance percentage and word count.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) K. Scott (Librarian) Classroom teachers	PCE's ADA will rise from 96.6% to meet or exceed our campus goal of 97%. Student reading comprehension and vocabulary will improve due to increased number of words and passing percentage using Accelerated Reader (AR).				
Funding Sources: 199 - General Fund - 800.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Students will be provided incentives and field trips for meeting Attendance Challenges throughout the year. (3 times in the Fall and 3 times in the Spring)	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) L. Skinner (Counselor) L. Ramirez (Registrar) Classroom teachers	PCE's ADA will rise from 96.6% to meet or exceed our campus goal of 97%.				
Funding Sources: 199 - General Fund - 3000.00						
4) Classroom and grade levels will be recognized weekly for outstanding attendance.	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) L. Skinner (Counselor) L. Ramirez (Registrar) Classroom teachers	Classrooms with 100% daily attendance will be recognized daily during announcements. Highest great level attendance winner will have their banner displayed in the main hallway. Attendance banners will be given out weekly for the class with the highest attendance (1 per grade level).				
Funding Sources: 199 - General Fund - 400.00						
5) Plum Creek will provide monthly student performances and learning opportunities for families to attend (Musicals, Art Show, Tech Time, ESL, Latino Literacy, etc...).	Principal, Jamee Griebel (Lead) Team: L. Taylor (AP) Specials & Classroom teachers	Increase parent involvement on the campus from 5% to 10% participation at every event.				
Funding Sources: 211 - Title I-A - 1000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 6) Teachers will be recognized and receive an incentive (twice per month) for attendance, staff support, and/or leading training on campus.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) L. Skinner (Counselor)</p>	<p>Maintain staff retention rate of >90%. Current retention rate was 93%.</p>				
Funding Sources: 199 - General Fund - 200.00						
<p>7) Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.</p>	<p>LeeAnn Skinner, Counselor (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	<p>Increase positive behavior on campus. Admin will monitor lesson plans and will ensure monthly campus wide activities are provided to students/parents. Counselor will conduct walk throughs during mindset lessons on Mondays. Decrease the percentage of students by 20% in Behavior RTI.</p>				
<p>8) Positive Referrals for outstanding behavior will be given to students by teachers and administration.</p>	<p>LaToya Taylor, AP (Lead)</p> <p>Team: J. Griebel, Principal L. Skinner (Counselor) Classroom teachers</p>	<p>Increase positive behavior on campus. Admin will collect data for the number of positive referrals given monthly.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals 9) Provide fitness activities for students and staff to be healthy.</p>	<p>LaToya Taylor, Asst. Principal (Lead)</p> <p>Team: J. Griebel (Principal) L. Skinner (Counselor) L. Robinson (PE) Veronica Jimenez (Nurse)</p>	<p>Students will have PE three times per week and recess every day, so student will be healthier. The fitness gram is given to students. Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
10) Provide SEL and CRASE training for teachers.	LeeAnn Skinner, Counselor (Lead) Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers	Students and staff will feel safe at school. Teachers will have greater awareness of social/emotional issues that effect students allowing for increased student referrals receiving support from the Hogg Grant.				
						

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gail Dorycott	Dyslexia Teacher (Bilingual)	Student Support	0.5
Juanita Rios	Dyslexia Teacher	Student Support	1
Kim Hartman Bagwell	Instructional Aide	Student Support	1
LeeAnn Skinner	Counselor	Student Support	1
Rosemary Mendez	Bilingual Aide	Student Support	1
Veronica Hernandez	RTI Teacher/Coach	Instructional	1
Veronica Jimenez	Nurse	Student Support	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jamee Griebel	Principal
Administrator	LaToya Taylor	Asst. Principal
Counselor	LeeAnn Skinner	Counselor
Paraprofessional	Kim Bagwell	Aide
Non-classroom Professional	Veronica Hernandez	RTI
Non-classroom Professional	Jesse Galvan	Music Teacher
Classroom Teacher	Jill Kuykendall	Kindergarten Teacher
Classroom Teacher	Jenna DuBose	3rd grade Teacher
Classroom Teacher	Alyssa Gonzales	4th grade Bilingual Teacher
Classroom Teacher	Marissa Valerio	5th grade ESL Teacher
Business Representative	Larry Bagwell	Owner - Floors Plus
Business Representative	Jacob Alvarez	Owner - Lil' Charlies
Parent	Erica Torres	Parent
Parent	Veronica Jimenez	Parent
District-level Professional	Stephaine Camarillo	Assistant Superintendent
District-level Professional	Christina Courson	Director of Communications

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Math Manipulatives		\$3,000.00
4	1	1	Attendance Brag Tags/Drawings		\$750.00
4	1	2	Prizes		\$800.00
4	1	3			\$3,000.00
4	1	4	Banners		\$400.00
4	1	6	Prizes and Awards		\$200.00
Sub-Total					\$8,150.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Literacy Kits and Books		\$600.00
1	1	6	Home to School Connection Handouts (Reading) - English & Spanish		\$325.00
2	1	6	Family Engagement Activity - Math Kits		\$600.00
4	1	5	Purchase Materials and Snacks for Parents/Families		\$1,000.00
Sub-Total					\$2,525.00
Grand Total					\$10,675.00