Lockhart Independent School District

Plum Creek Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Plum Creek Elementary School provides a safe, supportive, nurturing, and engaging environment while maintaining high expectations.

Vision

The vision of Plum Creek Elementary is to inspire and educate students to improve our world by respecting themselves and others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Plum Creek Elementary is a 30 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2016. Student enrollment at Plum Creek Elementary continued to steadily grow during 2015-2016, a pattern we have seen for the last five years; however, due to zoning changes for the current school year, our enrollment decreased by 2.8%. August 2016 enrollment data shows that 544 students are enrolled and that the African American and Hispanic student groups are growing the fastest. The campus has three student groups that reflect most of student population: 77.8% are Hispanic, 13.9% are White and 7.8% are African American. Other races make up less than 1% of the student population at Plum Creek. There are 3.6% claiming Two-or-More Races.

Plum Creek Elementary School serves 544 students in grades K-5. This is an 3% decrease from 2015-2016.
• 77.8% of our students are Hispanic
• 13.9% of our students are White
• 7.8% of our students are African-American
• 85% of our students are Economically Disadvantaged
• 31% 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.

Demographics Needs

The following demographic needs are listed in order of importance:

1. Our ELL student population has increased every year for the past two years causing our campus to need additional bilingual staff to offer smaller class sizes.
2. Plum Creek has a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. The root cause is that the ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.
3. Student enrollment was directly impacted in this school year by the district decision to have attendance zones at all elementary campuses this year for the first time in Lockhart ISD history. We have over 400 students leave at the end of the school year and start new this school year at Plum Creek.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Plum Creek Elementary met these targets:

- Index 1 - Student Achievement - Plum Creek Elementary score: 67 (state target score = 60)
- Index 2 - Student Progress - Plum Creek Elementary score: 42 (state target score = 32)
- Index 3 - Closing Performance Gaps - Plum Creek Elementary score: 34 (state target score = 28)
- Index 4 - Post Secondary Readiness - Plum Creek Elementary score: 24 (state target score = 12)

These scores result in Plum Creek Elementary receiving a 2016 Texas Accountability Met Standard rating.

Although we are proud of our scores and the gains our campus made this year, we know there is more work to be done. On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

- Reading (3rd - 5th) 72%
- Math (3rd - 5th) 73%
- Writing 57%
- Science 58%

Grade 3			Change	Level III
Reading	2013	89%		
	2014	73%	-16	14%
	2015	74%	+1	16%
	2016	68%	-6	14%
Math	2013	50%		
	2014	60%	+10	8%
	2015	82%	+22	10%

	2016	66%	-16	10%

Grade 4			Change	Level III
Reading	2013	64%		
	2014	62%	-2	9%
	2015	56%	-6	11%
	2016	83%	+27	12%

Math	2013	66%		
	2014	60%	-6	7%
	2015	62%	+2	8%
	2016	70%	+8	16%

Writing	2013	63%		
	2014	66%	-3	6%
	2015	57%	-9	2%
	2016	57%	0	8%

5th Grade			Change	Level III
Reading	2013	76%		
	2014	86%	+10	12%
	2015	82%	-4	15%
	2016	64%	-18	10%

Math	2013	78%		
	2014	91%	+14	16%
	2015	74%	-17	20%
	2016	72%	-2	10%

Science	2013	64%		
	2014	71%	+7	5%

	2015	58%	-13	9%
	2016	58%	0	2%

Grade Level	STAR 360 - Reading Below Grade Level (EOY 2016)	STAR 360 - Reading On Grade Level (EOY 2016)
1st	53%	47%
2nd	42%	58%
3rd	44%	56%
4th	31%	69%
5th	61%	39%

Grade Level	STAR 360 - MATH Below Grade Level (EOY 2016)	STAR 360 - MATH On Grade Level (EOY 2016)
1st	34%	66%
2nd	30%	70%
3rd	25%	75%
4th	12%	88%
5th	44%	56%

STAAR (2016)	Current Data 16-17
4th Reading	60%
4th Reading (Sp)	17%
4th Math	59%
5th Reading	78%
5th Math	64%

A deep analysis of the STAAR and STAR scores by grade level show that some student groups have shown positive growth, while other areas have declined. Some of the areas of decline are due to new TEKS, changes in testing, and/or less testing attempts. Third grade math had tremendous growth given the higher expectations and rigor of the STAAR test. The two student population areas of concern are Special Education and ELL. One main focus for Plum

Creek will be to implement intervention strategists that will accelerate learning and close the gap with not only our Special Education and ELL student population, but with all students at Plum Creek. The campus will address Writing and Science with paying special attention to the Special Education and ELL populations.

Student 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 4th grade students in reading and math.
- Exceptional scores for our 3rd grade bilingual students.
- Exceptional growth in bilingual TELPAS scores

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs.

- Improving student performance in all academic areas for our Special Education and ELL student population
- Improve reading fluency and vocabulary in 1st & 2nd grade
- 4th grade writing
- Determining/providing the appropriate accommodations in 504/LPAC meetings that will support student success
- Evaluate tutoring strategies for 5th grade STAAR retesters to increase achievement

School Culture and Climate

School Culture and Climate Summary

Plum Creek Elementary utilized the following resources to determine the school culture and climate: attendance rates of students; discipline data of students; safety procedures, Texas Teacher Evaluation and Support System (T-TESS), Staff End of Year Survey and Parent End of Year Survey.

School Culture and Climate Strengths

Plum Creek implemented TBRI last year. TBRI moved the campus from a punitive discipline system to a coaching discipline program. Discipline referrals went down from 87 in 2014-2015 to 26 in 2015-2016.

Ten of 16 students in Behavior RTI stayed within Tier I.

Events such as Celebrations Around the World, Women's History Program, Veteran's Day Program, African American History Month increased student's understanding of other cultures.

School Culture and Climate Needs

The following needs are prioritized:

1. Continue TBRI training for staff to ensure staff is viewing discipline through a TBRI lens.

2. Easier (less time consuming) ways to document student behavior/attendance/academic concerns and parent contacts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Plum Creek Elementary in the 2015-2016 school year there were many changes including 8 new to campus classroom teachers. We had a new Special Education teacher, a new Dyslexia teacher, a new TAG teacher, a new Counselor and a new Principal. Five of the six bilingual teachers were new to campus. Of the returning teacher, 9 moved to a new grade level.

The projected decline in students enrolled at Plum Creek for the 2016-17 school year caused 7 teachers and 2 aides to be moved to other district campuses. We lost 4 additional teachers due to resignations for reasons such as moving out of the area, changing positions within the district and personal family needs. Unexpectedly our student enrollment has so far been over 50 students higher than projected. The increase has mainly been with the bilingual population. Because of this sudden unexpected growth we have hired an additional 3 bilingual teachers and 2 bilingual aides.

Staff surveys taken at the end of last year had positive results about the 2015-2016 school year in all areas.

Staff Quality, Recruitment, and Retention Strengths

When the district projected the need for teachers to be moved to other campuses, 0 teachers had the desire to move. 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.

An Art teacher has been added to the Fine Arts Program.

Staff Quality, Recruitment, and Retention Needs

1. Build a strong community of learners where teachers can collaborate through PLCs.

2. Supporting teachers with effective teaching methods through the book study of Worksheets Don't Grow Dendrites by Tate.

3. Recruit staff to more closely resemble our student population.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the fall of 2015 Lockhart ISD participated in a comprehensive curriculum audit conducted by Curriculum Management Systems, Inc. The board approved the purchase and implementation of the the TEKS Resource System as a curriculum management system.

Last year Plum Creek Elementary grade level teams meet weekly to address the TEKS to be taught the following week. As a team vocabulary, assessment and delivery of instruction is discussed to ensure high levels of rigor and questioning.

Although teachers were encouraged to use the district made short cycle tests to assess the mastery of TEKS. As the year progressed teachers felt that not all tests were giving relevant data and therefore used the tests with changes made to better reflect the scope and sequence taught in the classroom.

Teachers send home progress reports every three weeks. Teachers are encouraged to conference with parents of students who are failing every 3 week progress report. Teachers also met with each parent at the Fall Parent Conference time.

Teachers effectively used the RTI process to progress monitor students who were struggling. Teachers met with Strategist every 4-6 weeks to check on student progress and next steps for the teacher and or support staff to meet students' needs and close the achievement gap.

Monitoring conferences were held 3 times with individual teachers and administration to discuss students who were progressing and those who were not. At the conferences decisions were made as to how to support the student and or teacher.

Teachers were trained on Empowering Writers. We also had teachers bring student writing samples to 4 faculty meetings throughout the year. Teachers discussed patterns they noticed in their student's writing to better plan for both the success and the needs.

Through Daily 5 and Daily 3 teachers were able to meet with students in small groups. The teachers that met consistently with small groups showed greater gains in increases in reading and math.

Curriculum, Instruction, and Assessment Strengths

Plum Creek has identified the following strengths:

1. Teachers focus on the TEKS to guide instruction. Team meetings used the a template that included TEKS, Vocabulary, Activities and Assessment to ensure TEKS were being taught and ideas shared collaboratively.

2. Progress Monitoring Conferences encouraged collaboration between administration, instructional coach and teachers to plan for next steps in meeting students' needs.

3. RTI meetings with strategists encouraged collaboration with teachers and strategists and/or counselor in meeting the needs of struggling students. Intervention was guided by needs of student data.

4. There is consistent use of the STAR program with RenLearning to have students reading books that are on their reading level. There are also incentives for students to increase reading level.

5. This summer all teachers participated in TEKS Resource training to introduce them to the Curriculum System and help them know how to navigate it to ensure effective teaching practices and focused instruction. Teachers also participated in a half day training with the District C & I team to look at data and map out the first quarter of instruction.

6. For the first time in 3 years writing scores did not decrease.

7. District Reading & Math PLCs

Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

1. Campus Reading & Math PLCs

2. Professional development for small group instruction.

3. Use small group data to drive classroom instruction and intervention.

4. Progress monitoring as a grade level.

5. Have more resources available to support the TEKS (class novel sets, guided reading books, workbooks)

Family and Community Involvement

Family and Community Involvement Summary

Plum Creek Elementary 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 and sending out Skylert messages by phone. We also now have a Plum Creek Remind 101 text message system and a Plum Creek Twitter page. We make every effort to communicate in both languages. PTA leadership has been strong which supported events on campus and created a PTA Plum Creek Facebook page.

Family and Community Involvement Strengths

Strengths for Plum Creek would include:

*Strong PTA leadership

*Increased parent communication in both English and Spanish.

*A variety of family events including Veteran's Day Celebration, Math and Literacy Nights, Science night and Science Fair, Color Run and Fall Festival, Valentine's Dance, End of Year Award's Ceremony

* 5th grade Choir represents our school by participating in Dickens on the Square.

* NEHS and Student Council support Lockhart Relay for Life with a team

Family and Community Involvement Needs

Although Plum Creek has made strides, there are still areas of need as listed:

1. A better phone system to make contacting the student's teacher and office more effective.

2. Increased bilingual parent participation in PTA

3. More opportunities for all parents to share in the decision making process for our campus through Principal Chats.

4. Provide Principal Chats that include training and discussion on student academics.

School Context and Organization

School Context and Organization 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.

School Context and Organization Strengths

Plum Creek Elementary is proud of the following strengths:

1. Master schedule which includes 2 hours of Language Arts Instruction and a minimum of 90 minutes of math instruction.

2. Administering/Monitoring of reading levels through STAR 360 (Kinder - 5th).

3. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

4. Plum Creek established a successful RTI program with organized meeting and processes to keep up with student needs and monitoring.

5. Safety procedures for visitors before, during, and after school is consistent throughout the school.

School Context and Organization Needs

The following needs will be addressed during the 2016-2017 school year:

1. Clear, consistent processes for Eduphoria documentation.

2. Guidelines for grade level planning.

3. End of day release times for each grade to prevent hall traffic congestion.

Technology

Technology Summary

Plum Creek Elementary received 2 Ipad carts of 30 Ipads and 2 Chrome cart with 30 Chrome books. We still however were faced with barriers to effectively utilize technology during the 2015-2016 school year due to time to train teachers on how to effectively incorporate technology in the classroom. The district has a vision to support technology use in the classrooms and it is anticipated that more opportunities will be available for TIMS to work with teachers on effective use of technology. The Ipad and Chrome book carts are checked out to one teacher per hall to make them easily accessible to all teachers in that hall. Second and Third grade will have one semester with the Chrome books and one with the Ipads. They will alternate with 4th and 5th grade.

Technology Strengths

Strengths for Technology include:

1. 2 Ipad carts and 2 Chrome Book Carts.

2. Increased bandwidth on campus for increased wifi and internet speed.

3. Some team teaching with Kristi Visage, our TIMS to model the use of technology in the class.

4. More systems are run with technology which makes teachers have a better understanding of Google shared drive.

5. Students have Google student accounts.

Technology Needs

 Technology Needs for the 2016-2017 school year include:

1. Technology training for teachers. This could include after school sessions, team teaching with the TIMS, collaborating in PLCs.
2. More team teaching with TIMS to incorporate Technology TEKS.
3. Teacher driven input in technology resources

4. Decrease help ticket response time

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

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

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: Create a collaborative culture of contagious ambition.

Performance Objective 1: Campus will exceed state average on STAAR assessments in Math, Reading, Science and Writing.

Summative Evaluation: Campus comparison report of the 2016-2017 STAAR results from the campus summary reports to the 2016-2017 State of Texas STAAR summary reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The teachers will actively participate in District led initiatives with the new TEKS Resource System. This includes District PLCs and TEKS Resource Curriculum Mapping.	4, 8, 9	Principal, Faith Pope	Sign in sheets at District PLC's. Login reports for TEKS Resource.				
2) The teachers will participate in either a Campus Math PLC or a Campus Language Arts PLC. Teachers will meet weekly and discuss data every two weeks, research at least once a month and weekly discuss the upcoming TEKS and best practices to ensure student success.	2, 4, 8, 9	Principal, Faith Pope Instructional Coach, Veronica Hernandez	Classroom observations and walk throughs will show and increase in student engagement.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

Goal 1: Create a collaborative culture of contagious ambition.

Performance Objective 2: Campus will utilize the Instructional Coach to coach teachers on differentiated instruction and meeting the needs of students in Tier II RTI.

Summative Evaluation: Student progress monitoring data will show 60% or more of students in RTI Tier II will show progress through Tier II Intervention.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Instructional Coach will have scheduled monthly meetings to discuss student growth with data such as STAR RenLearning, Small Group and whole class assessments and progress monitoring assessments.	1, 2, 3, 8, 9	Instructional Coach, Veronica Hernandez	Monitoring conference sheets and Eduphoria documentation on RTI process and progress monitoring.				
2) Peer Classroom Observations. Teachers will be observing other classroom teachers guided by the Instructional Coach to ensure the observation is meeting the current need of the teacher or their students.	2, 3	Instructional Coach, Veronica Hernandez	Teacher observation forms filled out by observing teacher and collected by the Instructional Coach.				
3) Instructional Coach will use Knight's Coaching Model to coach teachers throughout the year.	1, 2, 3	Principal, Faith Pope	Staff Survey about the professional growth they had through the collaboration of the instructional coach.				
✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: Create a collaborative culture of contagious ambition.

Performance Objective 3: Campus will increase number of special education students who meet progress or show growth measurement.

Summative Evaluation: Student growth measurement on STAAR results for 2016-20117.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Special Education Teachers will be included in Campus PLCs. They will participate in the same PLC all year.	1, 2, 5, 9	Instructional Coach, Veronica Hernandez	Both resource and inclusion time will have connections being made with current TEKS taught.				
2) Special Education Teachers will conference with the teachers of their students 4 times a year mid quarter. They will check on student grades, assessment results in class, progress made and areas of need.	1, 2, 9	Lead Special Education Teacher, Nancy Rogers	Monitor notes from each Special Education teacher.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

Goal 1: Create a collaborative culture of contagious ambition.

Performance Objective 4: Campus will increase the number of English Language Learners who meet progress or show growth measurement.

Summative Evaluation: Student growth measurement and met standard results on STAAR results for 2016-20117.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Recruit bilingual certified teachers from TX State and UT Brownsville and Edinburgh mid year to reduce class size in our Kinder and First grade bilingual classes. Beginning of year work on filling need for a second bilingual teacher for bilingual 2nd grade.	3, 5	Principal, Faith Pope Kim Brents, District Deputy Superintendent Cristina Vazquez, District Bilingual Coordinator	Teachers will be hired allow large class sizes to be split and creating smaller class sizes.				
2) Collaboration with E3 Alliance to ensure comprehensive data analysis that analyzes bilingual teacher needs and bilingual student needs to ensure student success in academic development and English Language development.	1, 2, 10	Principal, Faith Pope Assitant Principal, Jamee Griebel Lead Bilingual teacher, Alyssa Gonzales	Plan created with E3 Alliance support and collaboration is followed through with. Checks throughout the year with E3 team will show the school is on the right path. E3 Alliance website with documentation of Plum Creek plan and check ins.				
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 1: Create a collaborative culture of contagious ambition.

Performance Objective 5: Campus will initiate family activities that are focused on academic instruction.

Summative Evaluation: Increased number of students involvement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Grandparent Event where grandparents will be invited to their grandchild's class to participate in an instructional activity such as interviews, math games, reading, etc.	6	Principal, Faith Pope	Sign in sheets of number of grandparents that attend. Teacher feed back.				
2) Literacy Night focused on grade level TEKS and ways families can support there students at home.	6	Literacy Committee	Sign In sheets, parent feed back.				
Funding Sources: 211 - Title I-A - $400.00							
3) Science Night focused on grade level TEKS and ways families can support their students at home.	6	Science Committee	Sign In sheets, parent feedback.				
Funding Sources: 211 - Title I-A							
4) Math Night focused on grade level TEKS and ways families can support their students at home.	6	Math Committee	Sign in sheets, parent feedback				
Funding Sources: 211 - Title I-A							
5) Increase communication of academic progress of students by holding 1-2 parent conferences and include report card envelopes that require parent signature upon return.	1, 6, 9	Assitant Principal, Jamee Greibel	Sign in sheets from Parent Conferences and return of signed report card envelopes.				
Funding Sources: 211 - Title I-A							
6) In the Spring create a Parent visiting day for incoming Kinder students. Parents will be invited to meet the Principal, walk the campus and get to meet the Kinder teachers.	7	Assistant Principal, Jamee Griebel Kindergarten Teachers, Jill Kuykendall, Jill Seeliger, Debbie Fernandez, Denise Trevino	Parent sign in sheets.				
7) Provide Latino Literacy Nights for our bilingual families in the Fall. This event will occur 9-10 times in the Fall and will be offered by a teacher who was trained by the Latino Literacy Project.	6, 10	Assistant Principal, Jamee Griebel	Sign in sheets of parents. Survey of parent satisfaction of program.				
✔ = Accomplished　◔ = Considerable　◕ = Some Progress　⚪ = No Progress　✗ = Discontinue							

Goal 2: Expect all staff to embrace growth opportunities.

Performance Objective 1: Provide quality professional learning opportunities which target all staff learning needs to improve student performance.

Summative Evaluation: Document that aligns staff development to student performance and growth measures.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff Development linked to goals from T-TESS Goal Setting document and conferences.	1, 2, 4	Principal, Faith Pope and Assistant Principal, Jamee Griebel	End of year conference reflections on T-TESS Goal Setting document that link student growth and teacher goals.				
2) Schoolwide Book Study with the book, Worksheets Don't Grow Dendrites by Marcia Tate.	1, 2, 4	Principal, Faith Pope Assistant Principal, Jamee Griebel Instructional Coach, Veronica Hernandez	Walk throughs and formal evaluations will reflect strategies suggested in the book to engage students in learning.				
3) New teachers in 3rd and 4th grade and Instructional Coach will attend Empowering Writers Training to continue refining writing teaching methods.	1, 4	Prinicpal, Faith Pope	Students writing scores will increase on Writing STAAR. Walk throughs will reflect Empowering Writing training.				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 2: Expect all staff to embrace growth opportunities.

Performance Objective 2: Provide staff development to ensure ELL students are growing in academic knowledge and content and English language development.

Summative Evaluation: TELPAS scores will increase and STAAR scores will meet or exceed state averages.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District wide training on English Language Proficiency Standards for ELL teachers.	1, 9, 10	Principal, Faith Pope Assistant Principal, Jamee Griebel	ELPS objectives will be posted in all classrooms with ELL students. Walk throughs. Increase in TELPAS scores.				
2) Provide staff development specific to ELLs for all staff serving our ELL population including our Special Education teachers.	1, 2, 4, 9	Principal, Faith Pope	ELL students STAAR and STAR scores will show growth measures.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

Goal 2: Expect all staff to embrace growth opportunities.

Performance Objective 3: Teachers will increase integration of technology in lessons and academic content areas.
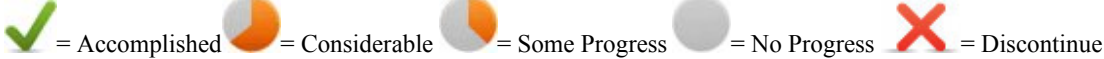
Summative Evaluation: Student end of year survey will indicate their level of satisfaction with technology use in classroom.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) TIMS will model lessons and/or team teach with teachers to integrate technology into lesson design and student learning.	4	TIMS, Kristi Visage Principal, Faith Pope Assistant Principal, Jamee Griebel	Through walk throughs we will see student engagement in learning with technology because teachers successfully integrating technology.				
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 2: Expect all staff to embrace growth opportunities.

Performance Objective 4: Provide opportunities for Secretaries and Instructional Aides to attend professional development.

Summative Evaluation: Staff survey will indicate that members were able to attend professional development and found it useful in increasing their ability to provide a quality education to our students and families.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Secretaries will attend training with new programs that are computer based for sub system and POs, along with updates for our student data system Skyward.	2, 4	Principal, Faith Pope	Secretaries successfully using technology and programs that assist the school in running effectively.				
2) Instructional Aides will attend training for Inclusion, CPI and TBRI, etc. to extend their abilities in serving our students.	4	Principal, Faith Pope	Observations of positive interactions with students and Instructional Aides.				
✓ = Accomplished ◐ = Considerable ◐ = Some Progress ● = No Progress ✗ = Discontinue							

Goal 3: Empower students to seize opportunities to achieve at high levels.

Performance Objective 1: Increase the percentage of students in 3rd-5th grade meeting or exceeding the STAAR growth and passing rate measure and students in K-2nd grade making one year's growth on STAR 360.
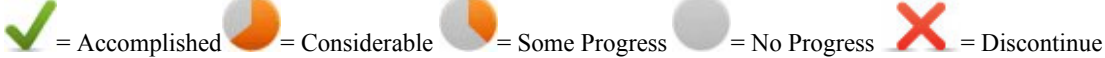
Summative Evaluation: STAAR evaluation data for 3rd-5th grade and STAR 360 data for K-2nd grade.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers and staff will implement TBRI, Trust Based Relational Intervention to increase students' social emotional needs which will positively effect academic growth. This includes more training on discipline and consequences through a TBRI lens.	1, 2, 4, 9, 10	Counselor, LeeAnn Skinner Texas Christian University TBRI trainer, Sarah Mercado	Observations, walk throughs				
2) Monitoring Conferences monthly to discuss student growth and plan for intervention or acceleration.	1, 8, 9	Instructional Coach, Veronica Hernandez	Monitoring Conference data sheets with updated assessment scores showing and increase in student achievement.				
3) Create and successfully deliver a clear and effective RTI process.	1, 8, 9	Instructional Coach, Veronica Hernandez Reading Strategist, Lynn Rios	Documentation for the RTI process that shows consistent progress monitoring.				
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

Goal 3: Empower students to seize opportunities to achieve at high levels.

Performance Objective 2: Increase percentage of students participating in extra curricular academic activities and opportunities at all grade levels.

Summative Evaluation: Increased percentage of students participating.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create student opportunities for leadership through NEHS, Student Council and Paws for Pride student clubs.	6, 9	NEHS Chair, Rachel Grubbs Student Council Chair, Veronica Hernandez Paws for Pride Chair, Kim Bagwell	Participation of club events throughout the year in each leadership club.				
✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Title I

Schoolwide Program Plan

Plum Creek Elementary has created a school-wide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

Throughout the school-wide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our school-wide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Plum Creek administrators, teachers, parents and community member conducted a comprehensive needs assessment at the beginning of this year (Sept. 12th, 2016) to determine the areas of strength and need on our campus. This action guided our creation of the Campus Improvement Plan. Root causes were identified and written as needs. Data analysis, including STAAR data, TELPAS data, Star Ren Learning data, End of Year Staff Surveys and End of Year Parent Surveys, allowed for strengths to be discussed and decided upon as continued actions. The team was given time to reflect on the data and ask clarifying questions. Data analysis will continue to be analyzed throughout the school year to allow for continued conversations and actions for improvements to be made. The Campus Advisory Committee will meet three more times throughout the year to assess progress made and make suggestions for further improvement or continued change.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.

6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

Writing Tip: *These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Plum Creek Elementary to ensure that instruction is provided by highly qualified teachers include:

1. Providing time with Strategists to coach teachers on effective instructional practices.

2. Provide professional development based on desired areas of growth determined by teachers and administrators in their Goal Setting Conferences.

3. Monitor effectiveness of teachers by frequent walk throughs that include feedback.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Plum Creek Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance and meet the teacher desired areas of growth.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers. District procedures include assigning a mentor to new teachers. At Plum Creek Elementary Strategists are also used to coach teachers.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Having staff that is bilingual including secretaries and administration is an important link to the home school connection. Also this year Plum Creek will emphasize cultural activities that support the backgrounds of our diverse student population. PTA has worked hand in hand with campus administrators and staff to collaborate events with student learning activities.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plum Creek Elementary recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them.

Although this component primarily addresses transitions to elementary from early childhood, Plum Creek Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers receive current and ongoing assessment data that describe student achievement from STAAR, Star 360, TPRI, Tejas Lee, informal assessments, quizzes and unit tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Monitoring conferences provide time for conversations between teacher and administrator on the effectiveness of assessments used and data gathered. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Teachers, teams, and strategists identify individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level and dependent on need as discussed through the RTI process; however it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

Title I Personnel

Name	Position	Program	FTE
Juanita Rios	Dyslexia Teacher	Student Support	1
Kim Hartman	Instructional Aide	Student Support	1
LeeAnn Skinner	Counselor	Student Support	0.5
Rachel Ibarra	nurse	Student Support	0.5
Veronica Hernandez	Instructional Coach	Instructional	1

2016-2017 Campus Advisory Team

Committee Role	Name	Position
Administrator	Faith Pope	Principal
Administrator	Jamee Griebel	Assistant Principal
Classroom Teacher	Tara Chapman	4th grade teacher
Classroom Teacher	Tracie Chase	2nd Grade teacher
Classroom Teacher	Jesse Galvan	5th Grade bilingual teacher
Classroom Teacher	Alyssa Gonzales	5th Grade bilingual teacher
Classroom Teacher	Megan Jones	1st Grade teacher
Classroom Teacher	Jill Kuykendall	Kinder teacher
Classroom Teacher	Jennifer Lickert	5th Grade teacher
Classroom Teacher	Lori Longoria	1st Grade teacher
Classroom Teacher	Nancy Rogers	Sped Teacher
Classroom Teacher	Leandra Vazquez	3rd Grade bilingual teacher
Community Representative	Sara Mercado	TCU employee
Counselor	LeeAnn Skinner	Counselor
Instructional Coach	Veronica Hernandez	Instructional Coach
Parent	Holly Delahoussaye	Parent and PTA President
Parent	Spencer Jones	Father of 3rd Grader
Parent	Cristina Suarez	Bilingual parent