

Lockhart Independent School District
Plum Creek Elementary
2020-2021 Campus Improvement Plan

Mission Statement

Plum Creek Elementary, in collaboration with students, families, and communities, will provide social experiences and a positive, challenging, culturally inclusive education rich in relevant academic practices, which meet the diverse needs of all students and inspire students to be lifelong learners.

Vision

Plum Creek Elementary, as a campus of innovation, will create a high performing K-5 campus while empowering learners and leaders to positively impact the world.

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, grow professionally, and ensure every student reaches 1.5 years growth in Reading and Math.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Plum Creek Elementary is a 34 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2020. Student enrollment at Plum Creek Elementary remained constant during 2019-2020. This year our attendance rate was lower as compared to our end of year 2019 data. August 2020 enrollment data shows that 518 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 seven bus routes serving the school.

Plum Creek Elementary School serves 518 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 (Prioritized): PCE ended the year with a 96.4% attendance rate, which is 0.6% 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 Learning

Student Learning 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 Learning Strengths

Plum Creek Elementary has a population of hard-working, high achieving students. Due to STAAR testing not being administered for the 19-20 school year, the campus is proud of many different student achievement strengths (based on Spring 2019 STAAR data and campus 2020 data), 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.
- 90% of our students met 1.5 years growth in Reading (based on Istation)
- 71% of our students met 1.5 years growth in Math (based on Ren Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): 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 2019-2020 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. Lever Leaders and 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 (Prioritized): Student meets and masters STAAR scores are low. (Based on Spring 2019 STAAR scores). **Root Cause:** We have more resources and focus on Tier 2 and Tier 3 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.

- * PCE 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 (Prioritized): PCE parent participation is low. **Root Cause:** During the 19-20 school year, parent participation was 7% 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 Learning

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 Learning

Problem Statement 4: PCE ended the year with a 96.4% attendance rate, which is 0.6% 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. (Based on Spring 2019 STAAR scores).

Root Cause 5: We have more resources and focus on Tier 2 and Tier 3 students.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: PCE parent participation is low.

Root Cause 6: During the 19-20 school year, parent participation was 7% 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

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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

- 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
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) 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



Goals

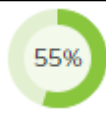


Revised/Approved: September 23, 2020







Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.

Performance Objective 1: During the 2020-2021 school year, 90% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

Evaluation Data Sources: Istation reports

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p> <p>Strategy's Expected Result/Impact: 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. 90% of students will make 1.5 years progress based on October to May ISIP scores.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders V. Hernandez (Interventionist) Lea. Taylor (RTI) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	 55%			
<p>Strategy 2: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on power standards.</p> <p>Strategy's Expected Result/Impact: Administration and Lever Leaders 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> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders V. Hernandez (Interventionist) Lea. Taylor (RTI) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	 60%			




<p>Strategy 3: The campus will implement the instructional framework model, Fundamental Five, which will set the expectation for core instructional practices in all classrooms during the reading block.</p> <p>Strategy's Expected Result/Impact: 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 and Lever Leaders will conduct 10 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>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Students will be encouraged to read books and meet word count goals.</p> <p>Strategy's Expected Result/Impact: 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 starting September 28th. Prizes will be awarded monthly at PCEPROUD Virtual Assemblies.</p> <p>Staff Responsible for Monitoring: Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Classroom teachers will meet monthly with RTI & Interventionist Teachers to review student data and growth. Focused lessons will be developed for Intervention/Enrichment time.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: RTI Teacher, Leandra Taylor (Lead)</p> <p>Team: Lever Leaders V. Hernandez (Interventionist) Classroom teachers Teacher Aides</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				




<p>Strategy 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>Strategy's Expected Result/Impact: 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 19-20.</p> <p>Staff Responsible for Monitoring: Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Literacy Kits and Books - 211 - Title I-A - \$600, Home to School Connection Handouts (Reading) - English & Spanish - 211 - Title I-A - \$325</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: Bilingual teachers will meet bi-weekly in Bilingual PLC meetings.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: 3rd grade Bilingual teacher, Alyssa Rodriguez (Co-Lead) 1st grade Bilingual teacher, Karen Ochoa-Quintero (Co-Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Lea. Taylor (RTI) Bilingual/ESL teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Every student (grades K-5) will make 1.5 years of progress in math in 2020-2021.

Performance Objective 1: During the 2020-2021 school year, 85% of students in grades K-5 will make at least 1.5 years of progress in math.

Evaluation Data Sources: Dream Box reports (K-1), Ren Learning reports (2-5)

<p>Strategy 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>Strategy's Expected Result/Impact: Administration and Lever Leaders will monitor lesson plans.</p> <p>Classroom teachers will provide small group math lessons 4-5 times per week.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Lever Leaders Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Manipulatives - 199 - General Fund - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Teachers will conduct daily Math Talks with students.</p> <p>Strategy's Expected Result/Impact: Administration will conduct weekly walk throughs during scheduled Math Talk time.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Teachers will provide daily critical writing math activities which spiral TEKS.</p> <p>Strategy's Expected Result/Impact: Student understanding of math problems will increase due to writing their thinking process when analyzing and solving math problems.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				


<p>Strategy 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>Strategy's Expected Result/Impact: Administration will conduct 25 Power Walks weekly. Lever Leaders will conduct 10 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>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Lever Leaders Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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>Strategy's Expected Result/Impact: 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 quarterly.</p> <p>Staff Responsible for Monitoring: Asst. Principal, La. Taylor (Lead)</p> <p>Team: J. Griebel (Principal) Lever Leaders PC Teacher Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Family Engagement Activity - Math Kits - 211 - Title I-A - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7: Bilingual teachers will meet bi-weekly in Bilingual meetings.


Strategy's Expected Result/Impact: 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.


Staff Responsible for Monitoring: 3rd grade Bilingual teacher, Alyssa Rodriguez (Co-Lead)
1st grade Bilingual teacher, Karen Ochoa-Quintero (Co-Lead)

Team:
J. Griebel (Principal)
L. Taylor (AP)
ESL/Bilingual Teachers

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 50%			

 No Progress

 Accomplished




 Continue/Modify







 Discontinue

Goal 3: Every student (grades K-5) will make progress in writing in 2020-2021.

Performance Objective 1: During the 2020-2021 school year, 85% of students in grades K-5 will average a 3-4 in writing.

Evaluation Data Sources: Writing Rubric



<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Teachers will meet once every month during PLC meetings to analyze student writing samples using a rubric.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)</p> <p>Strategy's Expected Result/Impact: Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.</p> <p>Staff Responsible for Monitoring: Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				




<p>Strategy 4: 4th grade students will take checkpoints during the spring semester.</p> <p>Strategy's Expected Result/Impact: Student checkpoints will reflect gains from prior week checkpoints.</p> <p>Staff Responsible for Monitoring: Lever Leader, Andrea Whatley (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) 4th grade teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Student writing proficiency will increase based on writing rubrics. Parent will develop ideas for providing assistance at home with writing.</p> <p>Staff Responsible for Monitoring: Lever Leader, Andrea Whatley (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Lever Leaders Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








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

Performance Objective 1: During the 2020-2021 school year, we will provide student and staff recognition awards and activities twice per month.

Evaluation Data Sources: ADA report, Positive Referrals, Istation reports, Dream Box reports, Ren Learn reports, Campus Performance Schedule, AR Reports, AESOP reports, Staff survey

<p>Strategy 1: Students will be recognized for attendance and academics. Strategy's Expected Result/Impact: PCE's ADA will rise from 96.4% to meet or exceed our campus goal of 97%. Campus 1.5 growth will meet or exceed 85%. Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) A. Gamboa (Registrar) Classroom teachers</p> <p>Funding Sources: Attendance Brag Tags/Drawings - 199 - General Fund - \$750</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: House teams will compete for monthly prizes for the team having the highest attendance/participation percentage and word count. Strategy's Expected Result/Impact: PCE's ADA will rise from 96.4% 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). Staff Responsible for Monitoring: Asst. Principal, La. Taylor (Co-Lead) Librarian, K. Scott (Co-Lead)</p> <p>Team: J. Griebel (Principal) A. Gamboa (Head Secretary) Classroom teachers</p> <p>Funding Sources: Prizes - 199 - General Fund - \$800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 3: Classroom and grade levels will be recognized weekly for outstanding attendance/participation.</p> <p>Strategy's Expected Result/Impact: Classrooms with 100% daily attendance will be recognized daily during announcements, assemblies, and newsletters.</p> <p>Staff Responsible for Monitoring: Asst. Principal, La. Taylor (Lead)</p> <p>Team: J. Griebel (Principal) L. Skinner (Counselor) A. Gamboa (Head Secretary/Registrar) Classroom teachers</p> <p>Funding Sources: Banners - 199 - General Fund - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Plum Creek will provide student performances and learning opportunities for families to attend (Musicals, Art Show, Tech Time, ESL, Latino Literacy, etc..).</p> <p>Strategy's Expected Result/Impact: Increase parent involvement on the campus from 7% to 15% participation at every event.</p> <p>Staff Responsible for Monitoring: Music Teacher, Jessie Galvan (Co-Lead) Librarian, Kristin Scott (Co-Lead) Campus VIP Lead, Sydney Henrichs (Co-Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Specials & Classroom teachers</p> <p>Funding Sources: Purchase Materials and Snacks for Parents/Families - 211 - Title I-A - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Teachers will be recognized and receive an incentive (twice per month) for attendance, staff support, and/or leading training on campus.</p> <p>Strategy's Expected Result/Impact: Maintain staff retention rate of >90%. Current retention rate was 93%.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) L. Skinner (Counselor) Lever Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Prizes and Awards - 199 - General Fund - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 6: Teachers will provide 7 Mindsets lessons weekly to students and counseling bi-weekly to classes to address social emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: 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. Counselor will provide bi-weekly lessons during specials rotations. Decrease the percentage of students to 10% or less requiring Behavior RTI plans.</p> <p>Staff Responsible for Monitoring: LeeAnn Skinner, Counselor (Co-Lead) L. Taylor, Asst. Principal (Co-Lead)</p> <p>Team: J. Griebel (Principal) Lea. Taylor (RTI) I. Gonzalez (Redirection - Sped) Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: Provide fitness activities for students and staff to be healthy.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Lenaya Robinson, PE (Lead)</p> <p>Team: La. Taylor (AP) L. Skinner (Counselor)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: Provide SEL training for teachers.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: LeeAnn Skinner, Counselor (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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
Leandra Taylor	RTI	Student Support	1
LeeAnn Skinner	Counselor	Student Support	1
Rosemary Mendez	Bilingual Aide	Student Support	1
TBD	Nurse	Student Support	1
Veronica Hernandez	Interventionist	Instructional	1

Campus 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	Banners		\$400.00
4	1	5	Prizes and Awards		\$500.00
Sub-Total					\$5,450.00
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	4	Purchase Materials and Snacks for Parents/Families		\$1,000.00
Sub-Total					\$2,525.00
Grand Total					\$7,975.00

Addendums