Lockhart Independent School District

Plum Creek Elementary

2022-2023 Campus Improvement Plan

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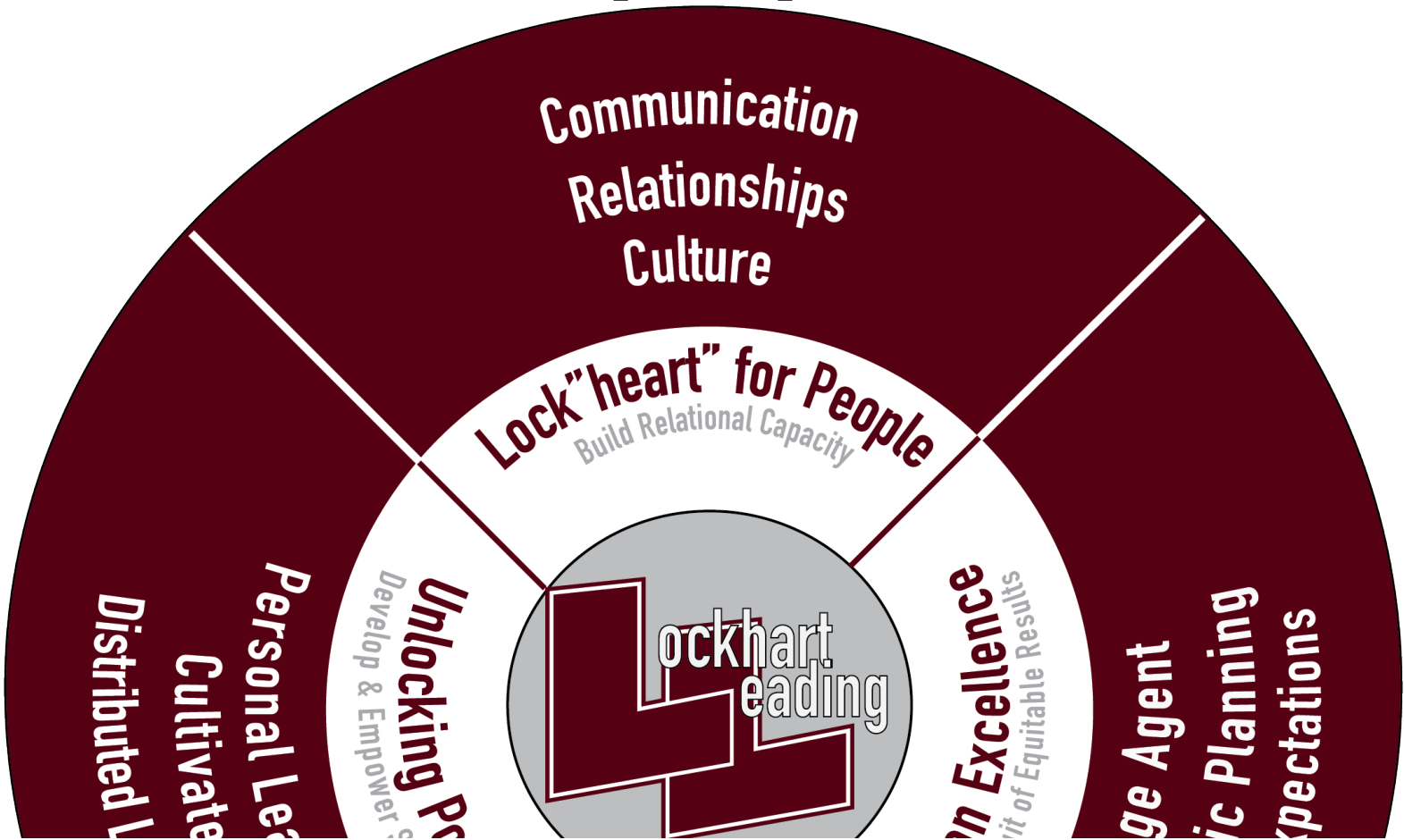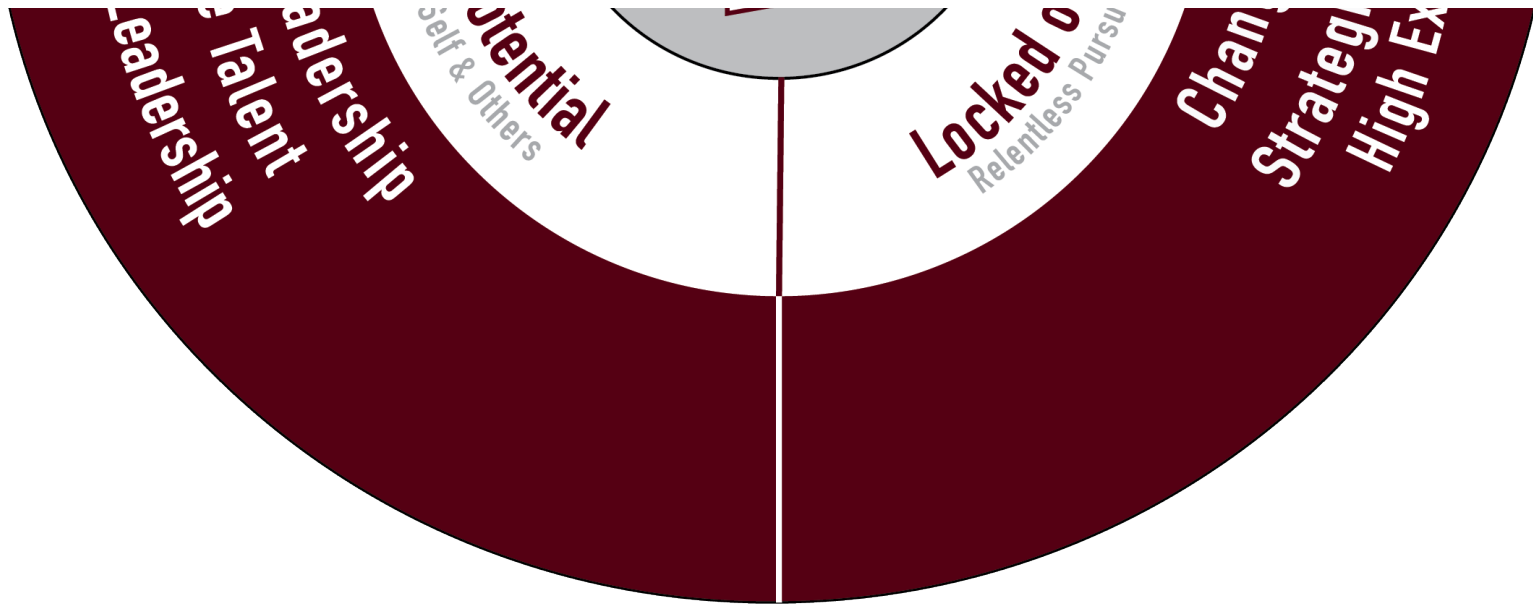
Mission Statement

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 sees the needs of our culturally diverse community and serves all learners by connecting social experiences with positive, challenging, and inclusive academic practices to create lifelong learners.

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

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

- District goals

- Campus goals

- HB3 Reading and math goals for PreK-3

- HB3 CCMR goals

- Performance Objectives with summative review (prior year)

- Campus/District improvement plans (current and prior years)

- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

- Planning and decision making committee(s) meeting data

- State and federal planning requirements

- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data

- Student Achievement Domain

- Domain 1 - Student Achievement

- Student Progress Domain

- Domain 2 - Student Progress

- Closing the Gaps Domain

- Domain 3 - Closing the Gaps

- Effective Schools Framework data

- Comprehensive, Targeted, and/or Additional

- Targeted Support Identification data Targeted support Identification data

- Accountability Distinction Designations

- Federal Report Card Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

- (STAAR) current and longitudinal results, including all versions

- 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) and TELPAS Alternate results

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Local diagnostic reading assessment data

- Local benchmark or common assessments data

- Running Records results

- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved PreK - 2nd grade assessment data

- Other PreK - 2nd grade assessment data

- Grades that measure student performance based on the TEKS

Student Data

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

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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, gender, etc.

- STEM/STEAM data

- Section 504 data

- Homeless data

- Gifted and talented data

- Dyslexia Data

- Response to Intervention (RtI) student achievement data

- Behavior and Other Indicators Attendance data

- Mobility rate, including longitudinal data

- Discipline records Violence and/or violence prevention records

- Student surveys and/or other feedback School safety data Enrollment trends Employee Data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback

- Teacher/Student Ratio State certified and high quality staff data

- Campus leadership data

- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

- Equity data TTESS data T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

- Community surveys and/or other feedback Support Systems

Demographics

Demographics Summary

Plum Creek Elementary is a 36 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2022. Student enrollment at Plum Creek Elementary decreased during 2021-2022 school year. For the 2021-2022 school year our attendance rate was lower as compared to our end of year 2020-2021 data due to COVID. Current 2022 enrollment data shows that 477 students are enrolled and our Bilingual and Hispanic student groups are maintaining a constant growth rate.

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 477 students in grades K-5.
• 87% of our students are Hispanic
• 9% of our students are White
• 2% of our students are African-American
• 89% of our students are Economically Disadvantaged
• 46% 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.
4. Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 2 interventionist and 4 instructional aides to support student and teacher instructional needs.
5. Plum Creek is part of the Holdsworth Campus Leadership Team and utilitizes a shared leadership model using Lever Leaders to make instructional decisions on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PCE ended the year with a 91.8% attendance rate, which is 4.2% below district expectations. **Root Cause:** The attendance rate is lower than expected due to chronic absenteeism among students who were sick and/or quarantined to to COVID or COVID-related symptoms or close contact.

Student Learning

Student Learning Summary

Plum Creek Elementary received a B rating with a score of 88 by TEA for the 2021-2022 school year.

The following are grade-level and subject-area performance levels for the 21-22 STAAR test:

3rd Grade STAAR Reading Performance Levels:

Approaches 83%

Meets 50%

Masters 29%

3rd Grade STAAR Math Performance Levels:

Approaches 80%

Meets 45%

Masters 26%

4th Grade STAAR Reading Performance Levels:

Approaches 81%

Meets 49%

Masters 25%

4th Grade STAAR Math Performance Levels:

Approaches 79%

Meets 38%

Masters 18%

5th Grade STAAR Reading Performance Levels:

Approaches 77%

Meets 53%

Masters 29%

5th Grade STAAR Math Performance Levels:

Approaches 83%

Meets 58%

Masters 29%

5th Grade STAAR Science Performance Levels:

Approaches 70%

Meets 35%

Masters 15%

ISIP

88% of K-5th grade students reached their 1.5 years growth goal in reading.

RenMath

81% of 2nd-5th graders reached their 1.5 years growth goal in math.

Student Learning Strengths

Plum Creek Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths (based on Spring 2022

STAAR data and campus 2022 data), including:

- Higher achievement in math.
- High percentage of student making growth in reading & math.
- STAAR scores for meets and masters increased in reading & math.
- 88% of our students met 1.5 years growth in Reading (based on Istation)
- 81% of our students met 1.5 years growth in Math (based on Ren Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the frequent interruptions in instructions due to COVID quarantines, all areas of STAAR performance decreased.   **Root Cause:** COVID and social distancing limited hands-on experiences and student to student learning opportunities.

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 and during PLCs with their Lever Leaders or Instructional Leader 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 focused activities for Pride Time intervention and utilitze Accelerated Learning time as well as support our students who need additional instructional support in clsoing the gaps with HB4545.

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. Our new Leader in Me curriculum addresses the social emotional needs and provides leadership opporuntities for our students. Leader in Me is provided every Monday in the classroom by teachers. Kindergarten through 5th grade will use data from Istation and Amplift for reading and Renaissance Learning for math to support individualized learning through the use of small group instruction. In addition, Plum Creek will focus on A/R to increase reading comprehension skills. Common based assessments (CBA) will provide the teachers and campus with data to track student growth.

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 will be taken every nine weeks during the 2022 - 2023 school year. Plum Creek's teacher turnover rate was low for the 2021 - 2022 school year. Due to staffing shortages, one of our RTI Interventionists was moved into a 5th grade vacancy. At Plum Creek Elementary, we worked with our Holdsworth team to create a strategic plan for areas identified in our Employee Engagement Survey.

School Processes & Programs Strengths

Plum Creek is proud of our strengths of our school processes and programs, such as:

1. Our students. We love all our students and every one of them for their talent, unique perspectives, and culture.

2. Plum Creek is partnering with Holdsworth and using a Shared Leadership Model with Lever Leaders.

3. Teachers focused on using math manipulatives for math instruction (concrete) before moving to pictorial and abstract math problems showed strong gains in math scores.

4. Progress Monitoring Conferences encouraged collaboration between Lever Leaders or Instructional Leaders and classroom teachers to plan for next steps in meeting students' needs.

5. Weekly PLC meetings to address student needs and successes provides structure to Pride Time (intervention) & Accelerated Learning time.

6. The master schedule and calendar maximized the amount of time spent on instruction.

7. Lever Leaders and master teachers on campus provide professional development to staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of differentiation.   **Root Cause:** Need for more professional development and resources for intervention (Tier 2 & 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. We believe in the importance of seeing our students, connecting with families, and serving inorder for all our students to thrive academically and socially. 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.

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. Daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the the use of Parent Square, our social media pages, our website, providing paper copies in notes in both languages, and tweeting important events on our Plum Creek Twitter page. We make every effort to communicate in both languages.

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, Literacy Nights, 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.

* Whole child needs are met by providing before and after school clubs and extra-curricular activities.

* 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:** 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: PCE ended the year with a 91.8% attendance rate, which is 4.2% below district expectations.

Root Cause 1: The attendance rate is lower than expected due to chronic absenteeism among students who were sick and/or quarantined to to COVID or COVID-related symptoms or close contact.

Problem Statement 1 Areas: Demographics

Problem Statement 2: PCE parent participation is low.

Root Cause 2: Parents shared with staff and the end of year survey that prior commitments with work or limited transportation effected participation.

Problem Statement 2 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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Goals

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: During the 2022-2023 school year, 85% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

High Priority

HB3 Goal

Evaluation Data Sources: Istation reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue focus on 1.5 years growth in Reading for 23-24.

Strategy 1 Details	Reviews			
Strategy 1: Differentiated Instruction and Flexible Grouping: Teachers will provide small group literacy instruction to students on a daily basis using phonics skill lessons and/or literacy library books.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the school year, 85% of Kindergarten students will be able to identify all uppercase/lowercase letters and their sounds. 85% of students will make 1.5 years progress based on September to May ISIP scores. **Staff Responsible for Monitoring:** Instructional Leadership Team Monitoring Tools: Istation & LISD Walkthrough Form **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	45%	50%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on foundational standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will use data to spiral and reteach TEKS not mastered. PLC will use authentic student work to analyze growth for each student. **Staff Responsible for Monitoring:** Instructional Leadership Team Monitoring Tools: Evidence of Learning, Campus Data Analysis Form, & Lesson Plans **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%	60%	75%	100%

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. By the end of the 22-23 school year, 80% of our teacher will be rated as proficient or higher in each category based on walk through data. **Staff Responsible for Monitoring:** Instructional Leadership Team Monitoring Tool: LISD Walkthrough Form **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%	60%	70%	→

Strategy 4 Details	Reviews			
Strategy 4: Students will engage in goal setting and individual data tracking.	Formative			Summative
Strategy's Expected Result/Impact: Students and teachers will meet weekly on Wednesdays to discuss progress on goals. By monitoring progress weekly, 85% of students will reach 1.5 years growth in reading and math. Campus Word Count will meet a minimum of 150,000,000 words. **Staff Responsible for Monitoring:** Librarian (Lead), Instructional Leadership Team Monitoring Tools: Ren Learning Reports & ISIP Data (Istation) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Nov	Jan	Mar	June
	50%	65%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Students will receive targeted interventions during Pride Time by classroom teachers and teacher aides (5 times per week) to increase student success in reading. Students will receive Accelerated Instruction Time for 30 hours to meet HB4545 requirements.	Formative			Summative
Strategy's Expected Result/Impact: Classroom teachers will meet monthly with RTI & Interventionist Teachers to review student data and growth. Focused lessons will be developed for Pride Time (Intervention) and Accelerated Learning time. **Staff Responsible for Monitoring:** RTI (Lead) & Instructional Leadership Team Monitoring Tools: Eduphoria documentation (RTI), NB4545 Attendance Form, TBMA (TEKS Based Mini-Assessment) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June
	40%	55%	60%	→

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Bilingual/ESL teachers will provide students daily speaking opportunities to support student language growth.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitoring bilingual student data will allow teachers to ensure teachers are closing the gap in reading and math. Bilingual teachers will review progress on language standards (ELPS) and TELPAS proficiency. 10% increase on the 22-23 TELPAS Composite results. (1-5). **Staff Responsible for Monitoring:** R. Acosta & M. Reyes (Lead), Bilingual/ESL Teachers, Instructional Leadership Team Monitoring Tools: Evidence of Learning/Calibration: Speaking/Writing Center **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	45%	55%	65%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.
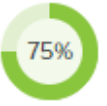
Performance Objective 2: During the 2022-2023 school year, 75% of students in grades K-5 will make at least 1.5 years of progress in math.

    High Priority

    Evaluation Data Sources: Dream Box & Ren Math reports

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Continue focus on 1.5 years growth in Math for 23-24.

Strategy 1 Details	Reviews			
Strategy 1: Flexible Grouping and Differentiation: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By the end of the school year, 75% of students will make 1.5 years progress based on October to May Dream Box or Ren Math scores.
    Staff Responsible for Monitoring: Instructional Leadership Team
    Monitoring Tools: Dream Box data, Ren Math data, & LISD Walkthrough Forms
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	50%	65%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide daily critical writing math activities which spiral TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student understanding of math problems will increase due to writing their thinking process when analyzing and solving math problems.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Instructional Leadership Team
    Monitoring Tool: LISD Walkthrough Form
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	75%	60%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on foundational standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will use data to spiral and reteach TEKS not mastered. PLC will use authentic student work to analyze growth for each student. **Staff Responsible for Monitoring:** Instructional Leadership Team Monitoring Tools: Evidence of Learning, Campus Analysis Data Form, & Lesson Plans **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	75%	80%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: The campus will implement the instructional framework model, Fundamental Five, which will set the expectation for core instructional practices in all classrooms during the math block.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. By the end of the 22-23 school year, 80% of our teacher will be rated as proficient or higher in each category based on walk through data. **Staff Responsible for Monitoring:** Instructional Leadership Team Monitoring Tools: LISD Walkthrough Form **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%	60%	65%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHEART for People as they build relational capacity with all stakeholders.
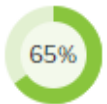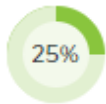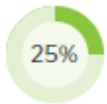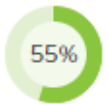
Performance Objective 1: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff with opportunities for parents to be involved in the school community.

    Evaluation Data Sources: Student Surveys, Parent Surveys, Employee Engagement Survey, Attendance Data

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Continue to focus on student attendance and provide opportunities to involve parents in the school community.

Strategy 1 Details	Reviews			
Strategy 1: Students will be recognized monthly for exceptional attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PCE's ADA will increase of attendance rate to meet or exceed our campus goal of 96%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Registrar & AP (Lead), Attendance Committee Monitoring Tools: ADA Data **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%	55%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: Students will be recognized monthly for meeting their 1.5 academic goals in reading & math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 85% of our students will reach 1.5 years growth in reading &75% in math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ILT (Lead) & Student Recognition Committee Monitoring Tools: ISIP data, Ren Math data, & Dream Box data **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	65%	65%	70%	→

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide Leader in Me lessons weekly to students and counseling bi-weekly to classes to address social emotional needs of the students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase positive behavior and culture on campus. **Staff Responsible for Monitoring:** Counselor (Lead) Lighthouse Team Monitoring Tools: Panorama Survey and Xello data **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%	50%	65%	→

Strategy 4 Details	Reviews			
Strategy 4: Counselor will provide wellness and self-care resources to students and staff to address the social emotional needs of all stakeholders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase positive behavior and culture on campus. Increase retention rate of staff >90%. **Staff Responsible for Monitoring:** Counselor (Lead) Monitoring Tools: Panorama Survey, Employee Engagement Survey, & Retention Data **Title I:** 2.4, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	25%	25%	55%	→

Strategy 5 Details	Reviews			
Strategy 5: Plum Creek will provide fitness activities, clubs, and events for students and staff to support their social emotional needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student attendance rate >96%. Healthy fitness activities will be provided to staff to maintain balance and reduce stress which will increase staff retention rate >90%. **Staff Responsible for Monitoring:** Hospitality Committee (Lead), Club Sponsors, PE Teacher Monitoring Tools: ADA Data, Teacher Retention Data, Employee Engagement Survey **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	20%	35%	→

Strategy 6 Details	Reviews			
Strategy 6: Teachers will be recognized weekly for demonstrating LISD Values.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Staff retention rate will be >90%. **Staff Responsible for Monitoring:** Principal (Lead) Monitoring Tools: Newsletters, Google Form, Teacher Retention Data, Employee Engagement Survey **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	45%	60%	75%	100%

Strategy 7 Details	Reviews			
Strategy 7: Plum Creek will provide student performances and learning opportunities for families to attend (Musicals, Art Show, Tech Time, ESL, Camp Out with a Good Book, etc...).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 85% of Plum Creek families will participate in atleast 1 school function during the 22-23 school year. **Staff Responsible for Monitoring:** Family Engagement Committee & Specials Team Monitoring Tools: Parent Survey; Sign-in sheets **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	40%	50%	60%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: Plum Creek will provide instructional support and growth opportunities to all staff.

    Evaluation Data Sources: Employee Engagement Survey, LISD Walkthrough Data, T-TESS Data

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Most teachers showed growth in T-TESS domains during the school year.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive a minimum of two coaching cycles and one T-TESS evaluation to support teacher instructional growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 80% of teachers will score proficient or above in all Fundamental 5 categories.
    Staff Responsible for Monitoring: Instructional Leadership Team
Monitoring Tools: LISD Walkthrough Form, Eduphoria Strive
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
	50%	60%	100%	→

Strategy 2 Details	Reviews			
Strategy 2: New to Profession Teachers will receive instructional support throughout the year by district staff and mentors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 100% of new to profession teachers will increase Fundamental 5 scores to proficient or higher. Increase new to profession staff retention rate to >90%.
    Staff Responsible for Monitoring: Principal (Lead) & Mentors
Monitoring Tools: LISD Walkthrough Form & Teacher Retention Data
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	45%	55%	70%	100%

Strategy 3 Details	Reviews			
Strategy 3: 100% of staff will lead a teacher led professional development session on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All staff will increase their leadership skills and content knowledge.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: Lead & Learn Agendas, Employee Engagement Survey **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%	60%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: 90% of students will monitor their goals and conduct a student led conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student agency will increase and positively impact student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers (Lead) Monitoring Tools: Conference Sign-in Sheets **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	N/A	N/A	N/A	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Title I Personnel

Name	Position	Program	FTE
Debra Watley	RTI	Student Support	1
Esther Gonzales	Instructional Aide	Student Support	1
Gail Dorycott	Dyslexia Teacher (Bilingual)	Student Support	0.5
Jennie Vasquez	Nurse	Student Support	1
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
Lisa Troquille	Instructional Aide	Student Support	1
Rosemary Mendez	Bilingual Aide	Student Support	1
Veronica Hernandez	Interventionist	Instructional	1