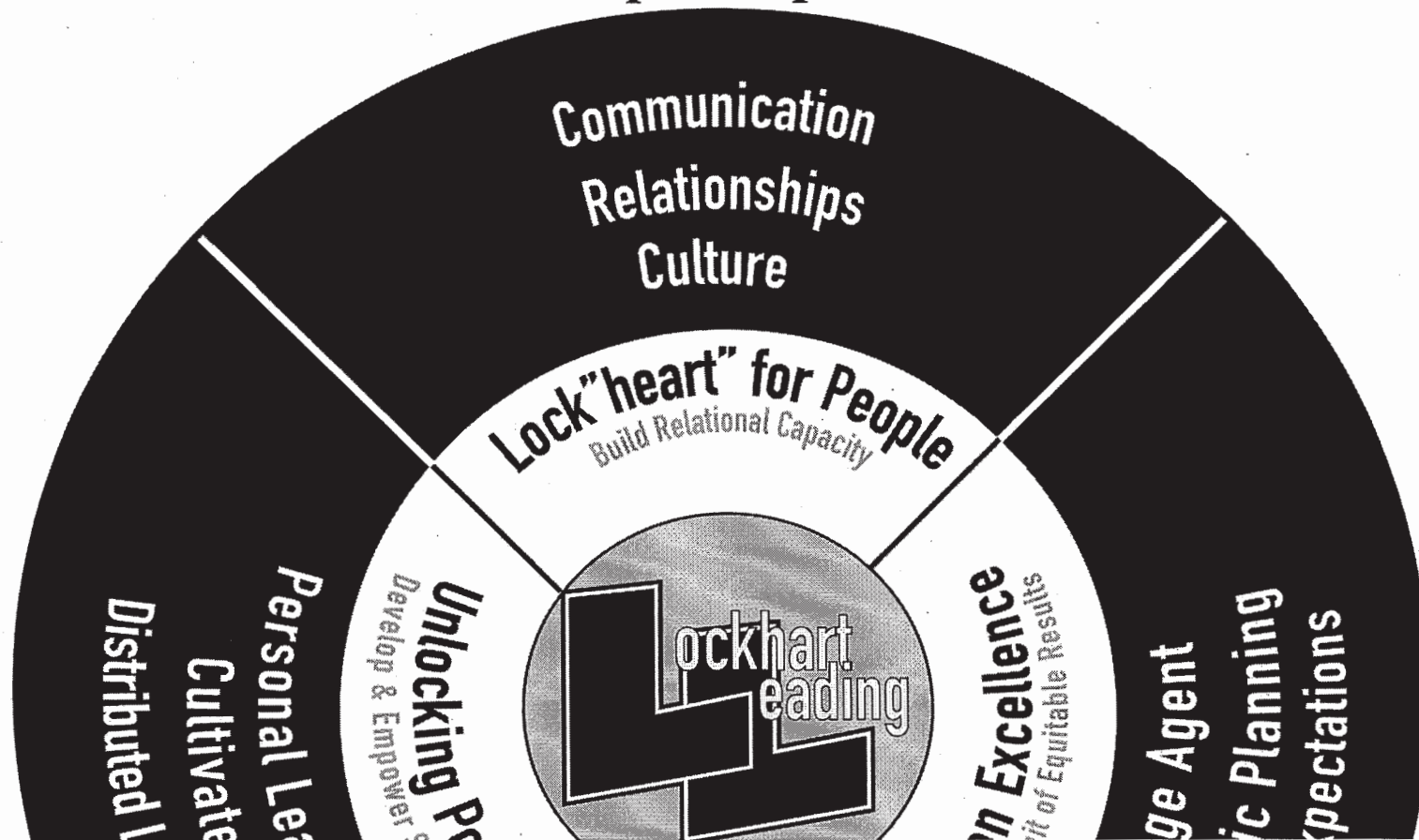
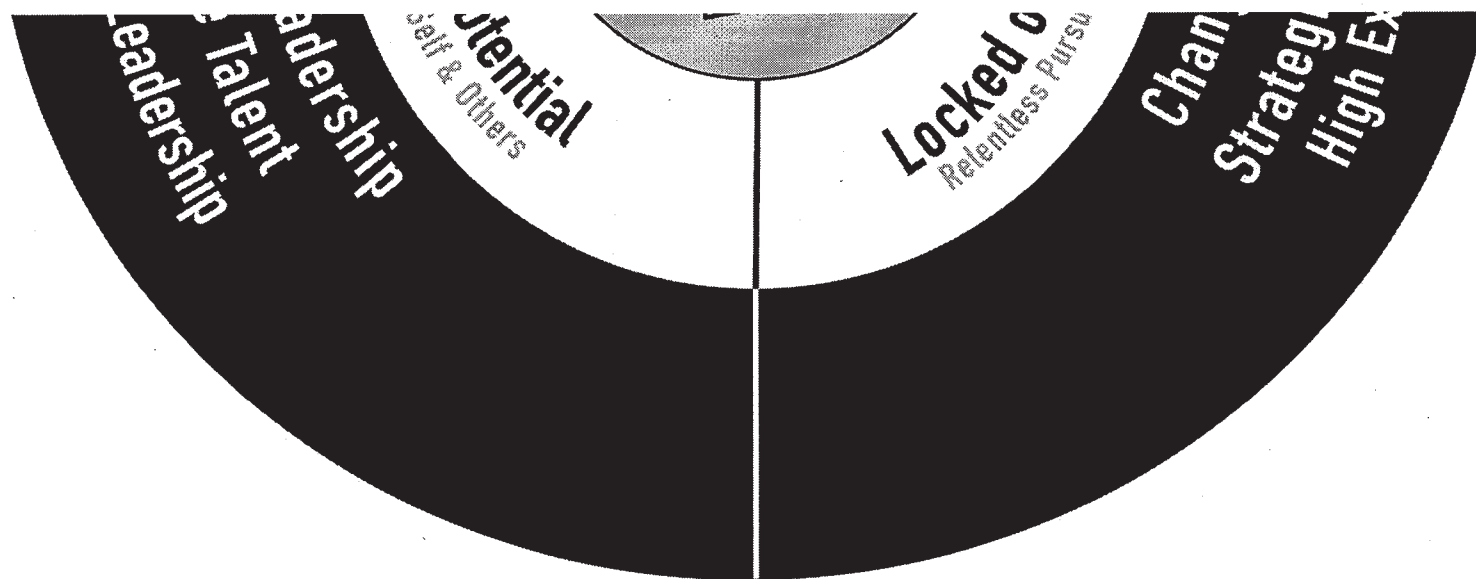


# Lockhart Independent School District

## Plum Creek Elementary

### 2024-2025 Campus Improvement Plan





# Mission Statement

Plum Creek Elementary, a community of diverse learners, is committed to being locked on excellence through the daily use of engaging, high quality instruction.

## Vision

Leading with excellence and heart!

## 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 38 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2024. Student enrollment at Plum Creek Elementary stayed consistent during 2023-2024 school year. For the 2023-2024 school year our attendance rate was higher as compared to our end of year 2022 - 2023; however, we have still not reached our attendance rate from Pre-COVID. Current 2024 enrollment data shows that 529 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 527 students in grades K-5.

- 90% of our students are Hispanic
- 7% of our students are White
- 2% of our students are African-American
- 85% of our students are Economically Disadvantaged
- 51% 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. While we only have one interventionist who serves our English speaking students, we have 4 instructional aides to support student and teacher instructional needs.
5. Plum Creek utilizes 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 94.95% attendance rate, which is below district expectations. **Root Cause:** The attendance rate has struggled to recover since COVID.

## Student Learning

### Student Learning Summary

Plum Creek Elementary will receive their official rating by TEA during the fall of 2024.

The following are grade-level and subject-area performance levels for the 23-24 STAAR test:

#### 3rd Grade STAAR Reading Performance Levels:

Approaches 80%

Meets 56%

Masters 30%

#### 3rd Grade STAAR Math Performance Levels:

Approaches 78%

Meets 34%

Masters 4%

#### 4th Grade STAAR Reading Performance Levels:

Approaches 84%

Meets 48%

Masters 20%

#### 4th Grade STAAR Math Performance Levels:

Approaches 68%

Meets 40%

Masters 13%

5th Grade STAAR Reading Performance Levels:

Approaches 80%

Meets 44%

Masters 21%

5th Grade STAAR Math Performance Levels:

Approaches 73%

Meets 40%

Masters 11%

5th Grade STAAR Science Performance Levels:

Approaches 46%

Meets 12%

Masters 11%

ISIP

94% of K-5th grade students reached their 1.5 years growth goal in reading.

RenMath

86% 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 2024

STAAR data and campus 2023/2024 data), including:

- Higher achievement in reading.
- High percentage of 4th grade students making growth in reading.
- 94% of our students met 1.5 years growth in Reading (based on Istation)
- 86% 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 new changes to STAAR, math and science STAAR performance decreased. **Root Cause:** New item types and more focus was put on Reading since we were short staffed in 23-24.

**Problem Statement 2:** Tier 3 student progress was stagnant or decreased based on STAAR and CBAs. **Root Cause:** Due to staffing issues, Tier 3 students were not served consistently throughout the school year.

# 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 Lions Empower time to support our students who need additional instructional support in extending learning or closing the gaps with HB1416.

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 Leader in Me curriculum addresses the social emotional needs and provides leadership opportunities 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 Amplify 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. Staff surveys will be taken every semester during the 2024 - 2025 school year. Plum Creek's teacher turnover rate was at 80% for the 2023 - 2024 school year. Due to staffing shortages and a teacher returning to the classroom due to district growth, we only have one interventionist staff for the current school year.

## 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 uses a Shared Leadership Model with Lever Leaders.
3. Progress Monitoring Conferences and coaching encouraged collaboration between Lever Leaders or Instructional Leaders and classroom teachers to plan for next steps in meeting students' needs.
4. Bi-weekly PLC meetings to address student needs and successes provides structure to Lions Empower time (intervention or enrichment).
5. The master schedule and calendar maximized the amount of time spent on instruction.
6. Lever Leaders and master teachers on campus provide professional development to staff.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Math scores decreased due to increase focus on reading since we had staffing shortages. **Root Cause:** Need for more professional development and focus on using math manipulatives for math instruction (concrete) before moving to pictorial and abstract math problems to help support more differentiation in the classroom.

# 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 in order 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 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:

- \*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 leadership opportunities for students as well as providing vision & dental services at school, community food pantry, and SEL services provided by CIS/Counselor/Campus Social Worker.
- \* 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 94.95% attendance rate, which is below district expectations.

**Root Cause 1:** The attendance rate has struggled to recover since COVID.

**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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved 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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- 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
- T-TESS 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 2024-2025 school year, Plum Creek will increase our 1.5 years growth percentage in reading from 94% to 98% in grades K-5.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Istation reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Whole Group Instruction: Teachers will provide focused Tier 1 instruction to students using TEKS Resource. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, 98% of students will make 1.5 years progress based on September to May ISIP scores. <b>Staff Responsible for Monitoring:</b> Shared Leadership Team Monitoring Tools: Istation & LISD Walkthrough Form  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> The quality of Tier 1 instruction will improve and lead to more students making progress than compared to last year. By the end of the 24-25 school year, 80% of our teacher will be rated as proficient or higher in each category based on walk through data.</p> <p><b>Staff Responsible for Monitoring:</b> Shared Leadership Team Monitoring Tool: LISD Walkthrough Form</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will engage in goal setting and individual data tracking of accelerated reader word count.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will meet weekly on Wednesdays to discuss progress on goals. By monitoring progress weekly, 98% of students will reach 1.5 years growth in reading. Campus Word Count will meet a minimum of 160,000,000 words.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian (Lead), Classroom teacher Monitoring Tools: Classroom Scoreboards, Student WIGs (Wildly Important Goals), Ren Learning Reports &amp; ISIP Data (Istation)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will receive targeted phonics interventions during Lions Empower time by classroom teachers and teacher aides (4 times per week) to increase student success in reading. Students will receive Accelerated Instruction Time for 15 hours to meet HB1416 requirements.  <b>Strategy's Expected Result/Impact:</b> Classroom teachers will meet every 6 weeks with the Lever Leader, RTI/ Intervention, Sped, Dyslexia, and Counselor to review student data and growth.  <b>Staff Responsible for Monitoring:</b> Shared Leadership Team <b>Monitoring Tools:</b> Documentation folder, HB1416 Attendance Form  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Bilingual/ESL teachers will provide students weekly speaking opportunities to support student language growth.  <b>Strategy's Expected Result/Impact:</b> 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. Atleast 50% of our emergent bilingual students will increase their overall TELPAS composite score.  <b>Staff Responsible for Monitoring:</b> D. Fernandez, Bilingual/ESL Teachers, LPAC Coordinator - J. Corley <b>Monitoring Tools:</b> Summit K-12; Evidence of Learning/Calibration: Speaking/Writing Center  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2024-2025 school year, Plum Creek will increase our 1.5 years growth percentage in math from 86% to 90% in grades 2-5.

**High Priority**

**Evaluation Data Sources:** Dream Box & Ren Math reports

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Whole Group Instruction: Teachers will provide focused Tier 1 math instruction to students on a daily basis which includes using TEKS Resource. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, 90% of students will make 1.5 years progress based on September to May Dream Box or Ren Math scores. <b>Staff Responsible for Monitoring:</b> Shared Leadership Team <b>Monitoring Tools:</b> Dream Box data, Ren Math data, & LISD Walkthrough Forms  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Flexible Grouping and Differentiation: Teachers will provide small group math instruction to students on a daily basis which includes using math manipulatives to build conceptual to abstract knowledge in math. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, 90% of students will make 1.5 years progress based on October to May Dream Box or Ren Math scores. <b>Staff Responsible for Monitoring:</b> Shared Leadership Team <b>Monitoring Tools:</b> Dream Box data, Ren Math data, & LISD Walkthrough Forms  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will meet monthly in PLCs to discuss instructional strategies and student data focused on math using a PDSA cycle.  <b>Strategy's Expected Result/Impact:</b> Teachers will use data and authentic student work to analyze growth for each student in math.  <b>Staff Responsible for Monitoring:</b> Shared Leadership Team Monitoring Tool: PDSA Template, PLC Agenda, Evidence of Learning, RenMath/CBA Data, Lesson Plans, & LISD Walkthrough Form  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Students will engage in goal setting and individual data tracking of Dream Box and/or Reflex.  <b>Strategy's Expected Result/Impact:</b> Students and teachers will meet weekly to discuss progress on WIGs. By monitoring progress weekly, 90% of students will reach 1.5 years growth in math.  <b>Staff Responsible for Monitoring:</b> Classroom teachers Monitoring Tools: Classroom scoreboard, Student WIGs, Ren Math & Dream Box data  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 24-25 school year, 80% of our teacher will be rated as proficient or higher in each category based on walk through data.</p> <p><b>Staff Responsible for Monitoring:</b> Shared Leadership Team</p> <p>Monitoring Tools: LISD Walkthrough Form</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				



**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 decrease the number of student discipline referrals by 10% by providing leadership opportunities that reflect Leader in Me - 7 Habits.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Counselor - R. Castro (Lead) & Lighthouse Team  
**Monitoring Tools:** Student Surveys; Discipline referrals; Positive Office Referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be recognized monthly at LIM Assemblies and with Positive Office Referrals. <b>Strategy's Expected Result/Impact:</b> By recognizing students for positive behavior, this will decrease the number of discipline referrals. <b>Staff Responsible for Monitoring:</b> AP- J. Corley (Lead); Counselor - R. Castro; Lighthouse Team <b>Monitoring Tools:</b> LIM Nomination Google sheet  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be recognized quarterly for meeting their 1.5 academic goals in reading & math. <b>Strategy's Expected Result/Impact:</b> 98% of our students will reach 1.5 years growth in reading & 90% in math. <b>Staff Responsible for Monitoring:</b> Academic Committee <b>Monitoring Tools:</b> ISIP data, Ren Math data, & Dream Box data  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will provide Leader in Me lessons weekly to students and counseling biweekly to classes to address social emotional needs of the students. <b>Strategy's Expected Result/Impact:</b> Increase positive behavior and culture on campus. <b>Staff Responsible for Monitoring:</b> Counselor - R. Castro (Lead) & Lighthouse Team <b>Monitoring Tools:</b> LIM Student Survey  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Plum Creek will provide campus clubs during the school day once per month to improve campus culture and student self efficacy. <b>Strategy's Expected Result/Impact:</b> By building positive relationships between students and staff, the number of discipline referrals will decrease. <b>Staff Responsible for Monitoring:</b> Lighthouse Team(Lead), Shared Leadership Team <b>Monitoring Tools:</b> LIM Survey; Master schedule/dates  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**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 2:** During the 2024-2025 school year, Plum Creek will increase our campus attendance rate from 94.95% to 96%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Attendance data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students will be recognized through individual, class, and campus wide incentives for exceptional attendance. <b>Strategy's Expected Result/Impact:</b> Students with higher attendance rates have more learning opportunities. <b>Staff Responsible for Monitoring:</b> AP - J. Corley (Lead); Academic Committee <b>Monitoring Tool:</b> Attendance reports  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Plum Creek will create and maintain parent partnerships by educating parents on the impact of attendance on learning. <b>Strategy's Expected Result/Impact:</b> Increasing parent knowledge on the effects of attendance will help improve student learning outcomes. <b>Staff Responsible for Monitoring:</b> J. Griebel (Lead); A. Gamboa; A. Matias <b>Monitoring Tools:</b> Attendance data; Parent Square communication; Phone Calls; Parent Meetings  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June



No Progress



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 3:** Plum Creek will provide 10 opportunities for parents to be involved in the school community.

**High Priority**

**Evaluation Data Sources:** Cultural Committee; G. Osuna (Lead)

**Monitoring Tools:** Parent Engagement Survey; Sign in sheets for participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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...). <b>Strategy's Expected Result/Impact:</b> 90% of Plum Creek families will participate in atleast 1 school function during the 24-25 school year. <b>Staff Responsible for Monitoring:</b> Cultural Committee; G. Osuna (Lead) <b>Monitoring Tools:</b> Parent Survey; Sign-in sheets  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 1:** Plum Creek will increase the staff retention rate from 80% to 90% by providing instructional support and leadership opportunities for all staff.

**High Priority**

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will receive a minimum of two coaching cycles and one T-TESS evaluation to support teacher instructional growth.  <b>Strategy's Expected Result/Impact:</b> 80% of teachers will score proficient or above in all Fundamental 5 categories. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team <b>Monitoring Tools:</b> LISD Walkthrough Form, Eduphoria Strive  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> New to Profession Teachers will receive instructional support throughout the year by district staff and mentors.  <b>Strategy's Expected Result/Impact:</b> 100% of new to profession teachers will increase Fundamental 5 scores to proficient or higher. Increase new to profession staff retention rate to >90%. <b>Staff Responsible for Monitoring:</b> Y. Gamboa (Lead) & Mentors <b>Monitoring Tools:</b> LISD Walkthrough Form & Teacher Retention Data  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will be recognized weekly for demonstrating LISD Values and/or Leader in Me Habits. <b>Strategy's Expected Result/Impact:</b> Staff retention rate will be >90%. <b>Staff Responsible for Monitoring:</b> J. Griebel - Principal & J. Corley - AP (Leads) <b>Monitoring Tools:</b> Newsletters, Teacher Retention Data, Employee Engagement Survey  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2:** All K-5 students will conduct a student led conference during the 24-25 school year.

**High Priority**

**Evaluation Data Sources:** Student Portfolios; Parent Conference Sign-in Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of students will monitor their WIGs (Wildly Important Goals) monthly and conduct a student led conference during the spring semester.  <b>Strategy's Expected Result/Impact:</b> Student agency will increase and positively impact student achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers (Lead) Monitoring Tools: Conference Sign-in Sheets; Individual student trackers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished→Continue/Modify✕Discontinue



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esther Gonzales	Instructional Aide	Student Support	1
Idalia Garza	Bilingual Aide	Student Support	1
Juanita Rios	Sped/Dyslexia Teacher	Student Support	1
Kim Hartman Bagwell	Instructional Aide	Student Support	1
Lisa Troquille	Instructional Aide	Student Support	1
Rachel Castro	Counselor	Student Support	1
Tasha Meitler	Nurse	Student Support	1



**PC Principal's Cabinet Meeting**  
**September 5, 2024 (Griebel's Office)**  
**3:35 pm - 5:00 pm**

**LISD Value: #UnLockingPotential & #LockedonExcellence**

**LIM Paradigm: Change**

**LIM Habit: Begin with the End in Mind**

**Pre-work: None**

**Focus:**

1. Check-in (10 minutes)
  - a. Grade level needs & 1st PLC Feedback Discussed PLC topics.  
K-dug into data, gathering data on current students, next PLC team will determine focus  
1-students recognize and count numerals up to 20 in different forms  
2-compose numbers up to 999 using base 10 blocks  
3-model and label one step addition and subtraction scenarios  
4-analyzed questions, finalized Lions Empower groupings. 4th team working on scope and pulling resources  
5th grade PLC moved to Friday, Sept. 6th
2. CIP — *library*
3. Sentence Stem Walkthrough Discussion  
Stems credit will be given if used when responding to a question. If writing creatively, teachers will get credit in the Critical Writing section and NA for stems.
4. #UnLockingPotential Learning Series Meeting 9.18.24 (45 minutes)
  - a. Who are we inviting (mandatory/optional)?
    - a. YR; AW; RS; VJ; EM
  - b. Topics (PC Learning Series):  
[https://docs.google.com/spreadsheets/d/1Oa8Pt-nlu\\_HzyGH2HxN4GX7giPSkmRm6x94le54nWg4/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Oa8Pt-nlu_HzyGH2HxN4GX7giPSkmRm6x94le54nWg4/edit?usp=sharing)
  - c. Presenters? Possibly Hinds (Behavior) and then will need for classroom management/routines/procedures Possible presenters: Reyes, Ellison, L. Suarez Diaz
5. Lions Empower planning updates (35 minutes)
  - a. Start Date October 21
    - i. Homeroom time: Sept. 3 - Oct. 11 K-3 phonics instruction; 4 & 5 math
      1. Weekly assessment that is one skill and vertically aligned
  - b. Phonics screeners?
    - i. Amplify
  - c. Student groups?
    - i. Keep EOY groups; plug in new sts
  - d. Scope and sequence?
    - i. UFLI/magnetic reading scope and sequence already made

e. Teacher PD?

- i. New teachers (UFLI, iReady, Magnetic)
- ii. Spanish resources and scope and sequence w/measure up (Ochoa)

**Follow Ups/Next Steps:**

- ☐ One pager of PLC expectations
- ☐ Walkthrough monthly tracker

# 2024 - 2025 Campus Site-Based Committee

## PC Library

Committee Role	Name	Position	Signature
Classroom Teacher	Denise Trevino	Lever Leader	✓
Classroom Teacher	Morgan Bell	4th grade Teacher	✓
Classroom Teacher	Lindsay Aman	Lighthouse Team Lead & 3rd grade	✓
Classroom Teacher	Debbie Fernandez	Kinder Bilingual Teacher	
Classroom Teacher	Shara Pendergrass	Sped. teacher	✓
Business Representative	Yolanda Dunkin	Business Member	
Parent	Lezlie Baltierra	Parent	✓
Classroom Teacher	April Zapata	3rd grade Teacher	
Classroom Teacher	Graciela Osuna	Lever Leader	✓
Classroom Teacher	Andrea Whatley	Lever Leader	✓
District-level Professional	James Acuna	Executive Director	✓
Classroom Teacher	Monica Hernandez	3rd grade Bilingual Teacher	✓
Classroom Teacher	Megan Jones	Lever Leader	✓
Non-classroom Professional	Kristin Scott	Library Media Specialist	✓
Paraprofessional	Kim Bagwell	Instructional Aide	✓
Counselor	Rachel Castro	Counselor	✓
Administrator	Jasmyn Corley	Asst. Principal	✓
Administrator	Jamee Griebel	Principal	✓

