

Cedar Hill Independent School District
Plummer Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

To develop students who thrive academically and are equipped to make a positive impact in their communities.

Vision

Vision

Empower Every Longhorn to Reach Their Full Potential

Motto

Excellence Every Day in EveryWay

Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025.	11
Goal 2: Increase the percentage of scholars scoring Meets or Above in 3rd-grade reading from 20% to 31% (4th grade from 36% to 46%; 5th grade from 38% to 48%) by June 2025.	13
Goal 3: Increase percentage of scholars scoring Meets or Above in 3rd grade math from 13% to 30% (4th grade from 40% to 50%, 5th grade from 32% to 42%) by June 2025	15
Goal 4: Maintain the percentage of scholars participating in extra-curricular or co-curricular activities to 90%	18

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Overall, Plummer Elementary is a very lively campus with teachers and staff who are dedicated to helping our scholars reach their full potential. While we significantly grew from the 2022 - 2023 to the 2023-2024 school year, we still have areas that need improvement. Additionally, our data shows concerns in attendance and discipline, particularly with 1st and 5th grades.

Demographics

Demographics Summary

Scholars	American Indian/Alaskan Native - 1/351 = .57%
	Asian 0/350 = 0%
	Black/African-American 258/351 = 73%
	Hispanic-Latino 67/351 = 19%
	White 10/250 = 3%
	Two-or-More 14/351 = 3%
	High Frequency Scholars 248/351=71%
	Gifted Scholars 3/351= .86%
	Choice Program Scholars = 0
Teachers	Fully Staffed in Core Tested Content = 100%
	Certified = 17/22=67%
	Non-Certified 5/22 =23%
	First Year in Classroom 0/23 = 0%
	2+ Years on Current Campus 18/22=83%

Demographics Strengths

83% of teachers have been on our campus for 2 or more years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars. **Root Cause:** Scholars struggle with social skills and regulating their emotions.

Student Learning

Student Learning Summary

All Performance (Preliminary Numbers)										
	Number tested	Number Did Not Meet	Number Approaches	Number Meets	Number Masters		Percent Approaches or Better	Percent Meets or Above	Percent Masters or Above	Domain 1 Calculation
Grade 3 ELAR	46	28	9	8	1		39%	20%	2%	20.29
Grade 4 ELAR	69	20	24	16	9		71%	36%	13%	40.10
Grade 5 ELAR	72	22	23	16	11		69%	38%	15%	40.74
ELAR Total	178	61	56	40	21		66%	34%	12%	37.27
Grade 3 Math	47	29	12	4	2		38%	13%	4%	18.44
Grade 4 Math	70	24	16	23	7		66%	43%	10%	39.52
Grade 5 Math	73	33	16	16	8		55%	33%	11%	32.8
Math Total	189	85	44	43	17		45%	32%	9%	31.92
Grade 5 Science	70	47	16	7	0		33%	10%	0%	14.29

Student Learning Strengths

Overall, Plummer had significant improvement in the growth category from a projected 59 to a projected 71.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Plummer's preliminary reading performance at or above grade level reflected only 34% of scholars attained the Meets expectations score or higher in ELAR. **Root Cause:** Scholars are not engaged in reading because there is a lack of interest.

Problem Statement 2 (Prioritized): Plummer's preliminary math performance at or above grade level reflected only 32% of scholars attained the Meets expectations score or higher in math. **Root Cause:** There is a gap in foundational map skills.

Problem Statement 3: Plummer's preliminary science performance at or above grade level reflected only 10% of scholars attained the Meets expectations score or higher in science. **Root Cause:** Scholars lack critical thinking skills.

School Processes & Programs

School Processes & Programs Summary

At Plummer Elementary, we have 350+ students in grades PreK-5. Grades K-2nd grades are self-contained, while grades 3-5 are departmentalized. Each grade level has a team leader, as well as one team lead for specials and special education. At Plummer, we understand the importance of shaping the lives of our scholars. We do this by following our mission statement to develop scholars who thrive academically and are equipped to impact their communities positively. While we emphasize academics, we are also highly focused on social-emotional learning.

School Processes & Programs Strengths

T-TESS walkthroughs are completed weekly to provide teachers with feedback.

After-school tutoring is provided for students who need additional support.

We have a structured RTI process that regularly meets.

We have weekly PLCs where we collaborate on planning, reflect on assessment data, conduct model lessons, and analyze student work.

Teachers have data talks with students following each district assessment.

Are campus is committed to social-emotional learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars. **Root Cause:** Scholars struggle with social skills and regulating their emotions.

Perceptions

Perceptions Summary

At Plummer Elementary, we pride ourselves on having a positive school culture and climate. Our students are greeted each morning with a warm welcome. Our teachers greet students at the door and our halls are decorated with student work and other campus highlights. Our dedication to the climate and culture extends to activities that nurture the social development of all students while building relationships with our parents.

Perceptions Strengths

We have caring staff that are committed to academic excellence and student support.

We have a growing PTA organization.

We have an active presence on social media that highlights our story at Plummer.

At minimum, 1 to 2 times per month we have activities that engage our students and families including: Club Friday, Longhorn Turn Up, Skate Night, Paint with the Principal, Hispanic Heritage Program, Recognition of monthly Employees of the Month, and so much more.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite our efforts to develop a positive climate, our attendance is currently 92% which falls below the required minimum ADA of 97%. **Root Cause:** Our school community needs to be educated on the importance of being at school all day, every day.

Problem Statement 2 (Prioritized): In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars. **Root Cause:** Scholars struggle with social skills and regulating their emotions.

Priority Problem Statements

Problem Statement 1: Plummer's preliminary math performance at or above grade level reflected only 32% of scholars attained the Meets expectations score or higher in math.

Root Cause 1: There is a gap in foundational map skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Plummer's preliminary reading performance at or above grade level reflected only 34% of scholars attained the Meets expectations score or higher in ELAR

Root Cause 2: Scholars are not engaged in reading because there is a lack of interest.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars.

Root Cause 3: Scholars struggle with social skills and regulating their emotions.

Problem Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 4: Despite our efforts to develop a positive climate, our attendance is currently 92% which falls below the required minimum ADA of 97%.

Root Cause 4: Our school community needs to be educated on the importance of being at school all day, every day.

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals


Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025.

Performance Objective 1: Increase the percentage of students on track to CCMR in reading and math.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide tiered supports to students based on their readiness levels in reading and math.</p> <p>Strategy's Expected Result/Impact: Tiered instruction will result in student growth because students will receive instruction on their readiness level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.51, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Have regularly scheduled data meetings focused on instructional improvement and student needs.</p> <p>Strategy's Expected Result/Impact: Instruction will be more focused in ways that lead to increased student outcomes.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Plummer's preliminary reading performance at or above grade level reflected only 34% of scholars attained the Meets expectations score or higher in ELAR

Root Cause: Scholars are not engaged in reading because there is a lack of interest.

Problem Statement 2: Plummer's preliminary math performance at or above grade level reflected only 32% of scholars attained the Meets expectations score or higher in math.





Root Cause: There is a gap in foundational map skills.

Goal 2: Increase the percentage of scholars scoring Meets or Above in 3rd-grade reading from 20% to 31% (4th grade from 36% to 46%; 5th grade from 38% to 48%) by June 2025.

Performance Objective 1: Increase the percentage of scholars scoring Meets or Above in reading from 32% to 42% by June 2025.

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders frequently review how teachers use, internalize, and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. This will take place in PLCs as well as more frequent one-on-one planning meetings with teachers in need.</p> <p>Strategy's Expected Result/Impact: Teachers will internalize lesson and will be more prepared for instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders will teach two engagement strategies per semester.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a data tracker folder and data wall for all teachers and scholars to track growth in reading.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will continuously monitor student progress which will lead to improved instruction that meets the different needs of students.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 4 Details	Reviews			
<p>Strategy 4: Plummer students will engage in writing across all content areas.</p> <p>Strategy's Expected Result/Impact: Students will develop effective writing skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Plummer's preliminary reading performance at or above grade level reflected only 34% of scholars attained the Meets expectations score or higher in ELAR</p> <p>Root Cause: Scholars are not engaged in reading because there is a lack of interest.</p>

Goal 3: Increase percentage of scholars scoring Meets or Above in 3rd grade math from 13% to 30% (4th grade from 40% to 50%, 5th grade from 32% to 42%) by June 2025

Performance Objective 1: Increase percentage of scholars scoring Meets or Above in math from 33% to 43% by June 2025

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will learn two engagement strategies per semester. Strategy's Expected Result/Impact: Teachers will design collaborative lessons that engage students. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders frequently review how teachers use, internalize, and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. This will take place in PLCs as well as more frequent one-on-one planning meetings with teachers in need.</p> <p>Strategy's Expected Result/Impact: Teachers will internalize lesson plans which will lead to them being more prepared for instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a data tracker folder and data wall for all teachers and scholars to track growth in math.</p> <p>Strategy's Expected Result/Impact: Teachers will be more aware of the readiness levels of their students to better equip them with knowledge about their students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 2: Plummer's preliminary math performance at or above grade level reflected only 32% of scholars attained the Meets expectations score or higher in math.

Root Cause: There is a gap in foundational map skills.

Goal 4: Maintain the percentage of scholars participating in extra-curricular or co-curricular activities to 90%

Performance Objective 1: Increase the percentage of scholars participating in extra-curricular or co-curricular activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Club Friday will be held 2 to 3 times per marking period during the school day.</p> <p>Strategy's Expected Result/Impact: Students will become engaged in activities of interests giving them more of a connection to school.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars. Root Cause: Scholars struggle with social skills and regulating their emotions.</p>
School Processes & Programs
<p>Problem Statement 1: In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars. Root Cause: Scholars struggle with social skills and regulating their emotions.</p>
Perceptions
<p>Problem Statement 2: In the 2023-2024 school year, we had 1,039 discipline offenses with the majority of those offense being for 1st and 2nd grade scholars. Root Cause: Scholars struggle with social skills and regulating their emotions.</p>