

Cedar Hill Independent School District



Plummer Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

To develop resilient scholars who excel academically and are empowered to serve.

Vision

Vision
Unlocking Every Longhorns Potential.

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Comprehensive Needs Assessment

Demographics

Summary

Enrollment Total: 346

- PreK-32
- Kinder-46
- 1st Grade-62
- 2nd Grade-46
- 3rd Grade-59
- 4th Grade-41
- 5th Grade-60

Total : 346

Ethnicity by Percentage

- African American-74%
- Hispanic-20%
- Two or More-3%
- White-3%
- American Indian-0.58%

Additional Identifiers

- At Risk-33%
- Special Education-13%
- 504-3%
- McKinney Vento-1%

Teacher Data

62% of teaching staff have been on the Plummer campus for 2 or more years

81% of the teaching staff are certified educators

Attendance

- PreK-91%
- Kinder-90%
- 1st Grade-92%
- 2nd Grade-91%
- 3rd Grade-93%
- 4th Grade-93%
- 5th Grade-94%

Total average: 92%

Discipline Data

1st grade is the grade with the highest number of discipline offenses.

Disruptive behavior is the highest number of offenses.

Strengths

Most teachers have been at Plummer for 2 or more years.

Only 19% of the teachers are uncertified.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Only 92% of students were in attendance in the 2024-2025 school year.

Truancy Measures need to be implemented with more consistency.

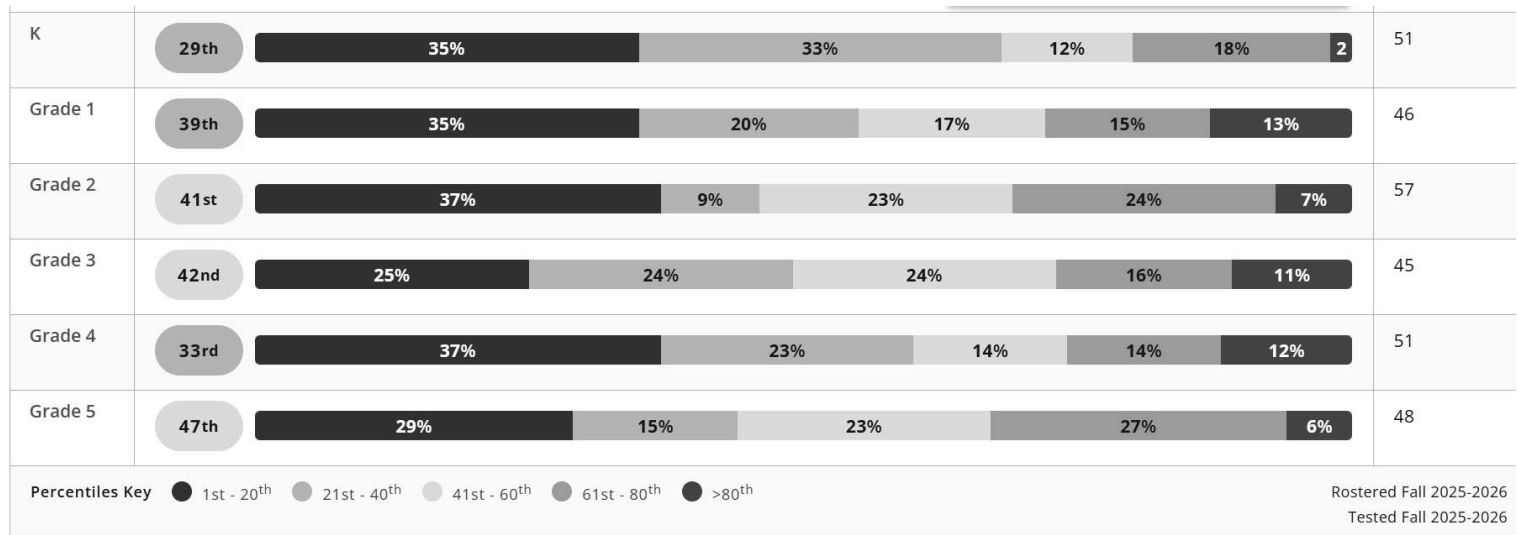
 = Priority

Student Learning

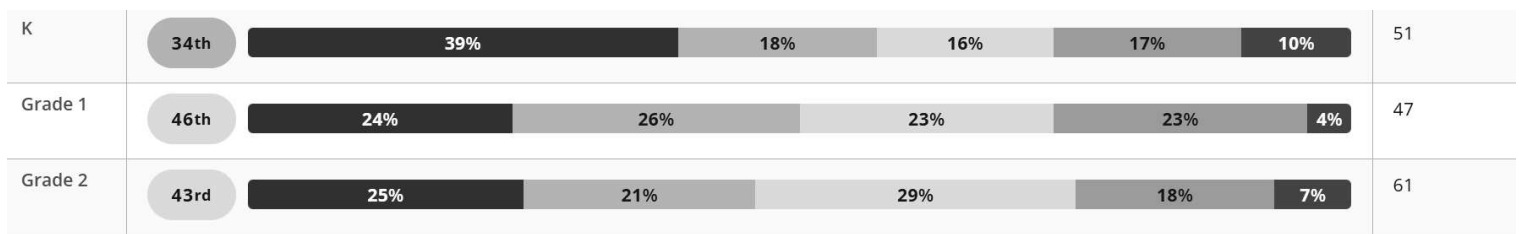
Summary

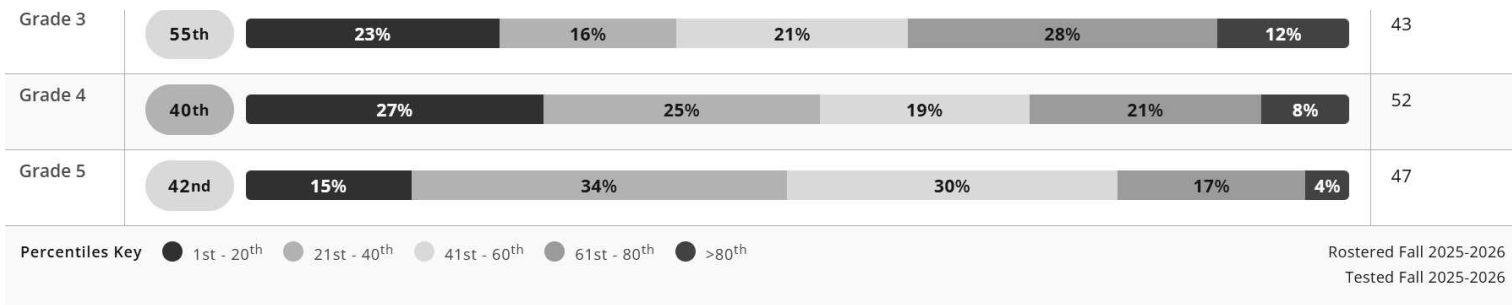
	% DNM	% APP	% MEETS	% MASTERS
Math 3	59%	41%	26%	3%
Math 4	51%	49%	23%	13%
Math 5	42%	58%	31%	5%
Overall Math	51%	49%	27%	7%
ELAR 3	36%	64%	28%	5%
ELAR 4	32%	68%	42%	2%
ELAR 5	37%	63%	40%	13%
Overall ELAR	34%	66%	39%	9%
Science 5	45%	55%	18%	5%

MAP Reading

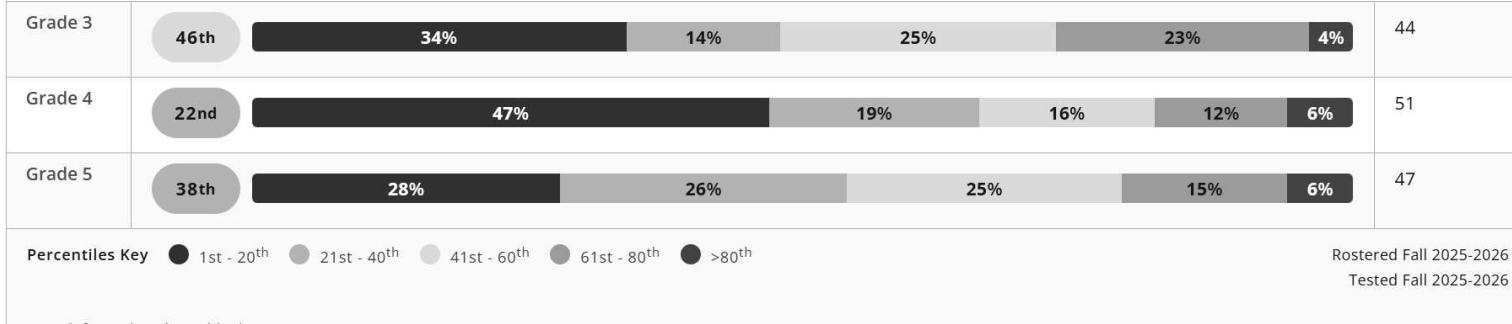


MAP Math





MAP Science



Strengths

2025 to 2024 data comparisons revealed the following:

In Grade 5 Science STAAR, there was a 20% increase in approaches, 7% increase in Meets, and 5% increase in Masters.

In Grade 3 Reading STAAR, there was an 8% increase in Meets and 3% in Masters.

In Grade 3 Math STAAR, there was a 13% increase in Math.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 27% of students achieved Meets or higher in Math.	There is a lack of foundational math skills needed to be successful in grade level math.
2 ★	Only 39% of students achieved Meets or higher in Reading.	There is a lack of critical thinking skills in reading and writing.
3 ★	Only 23% of students achieved Meets or higher in Science.	There is a lack of foundational skills and knowledge of science concepts.

★ = Priority

School Processes & Programs

Summary

Plummer Elementary scholars participate in the following in a wide range of activities including basketball, dance, gardening, crochet, team building, and writing. We also have Student Council and National Elementary Honor Society. Annually, we host a Christmas Program, Hispanic Heritage Month program and Black History program for our families and community. Parent and student communication occurs through weekly principal newsletters.

Our school is proud to have an active PTA that partners with staff and administration to organize events such as fundraisers, Fall Festival, Skate Night, Paint With the Principal, and staff recognitions. Their dedication helps foster a positive campus culture and provides meaningful support to our school community.

Strengths

Club Friday is built into the master schedule so 100% of our students can participate in the club of their choice.

We encourage students to participate in PTA so provide an opportunity to participate in the decision-making process.

Tier 1 SEL is implemented at each grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Students report that they don't feel their voices are heard.</p>	<p>Low involvement in leadership groups such PTA, Student Council, and Student Ambassadors.</p>

★ = Priority

Perceptions

Summary

Perceptions Summary

Students at Plummer Elementary were surveyed in November 2025 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Obstacles to Learning, Belonging and Peer Collaboration, and Relationships. In addition, students provided feedback

Plummer's highest-rated core survey themes are:

Academic Challenge

Culture

Plummer's lowest-rated core survey themes are:

Engagement

Relationships

Family members at Plummer Elementary were surveyed in November 2025 about their perceptions of their school in terms of Parent Satisfaction, Culture, Engagement, Relationships, Communication and Feedback, School Safety, and Resources.

Plummer's highest-rated core survey themes are:

Communication and Feedback

Engagement

Plummer's lowest-rated core survey themes are:

Culture

Resources

Strengths

Plummer families report that communication is good from the student to the home.

Plummer's highest-rated core survey themes from students are:

Academic Challenge

Plummer Elementary School Campus #057904102

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Culture

Plummer's highest-rated core survey themes from parents are:

Communication and Feedback

Engagement

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1



In the Youth Truth Survey parents report they do not believe that their school deploys the necessary resources to support students.

There is a disconnect between what the school sees as necessary resources and what the parents view as necessary.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Only 27% of students achieved Meets or higher in Math.

There is a lack of foundational math skills needed to be successful in grade level math.

2
★

Only 39% of students achieved Meets or higher in Reading.

There is a lack of critical thinking skills in reading and writing.

3
★

Only 23% of students achieved Meets or higher in Science.

There is a lack of foundational skills and knowledge of science concepts.

4
★

Only 92% of students were in attendance in the 2024-2025 school year.

Truancy Measures need to be implemented with more consistency.

5
★

Students report that they don't feel their voices are heard.

Low involvement in leadership groups such PTA, Student Council, and Student Ambassadors.

6
★

In the Youth Truth Survey parents report they do not believe that their school deploys the necessary resources to support students.

There is a disconnect between what the school sees as necessary resources and what the parents view as necessary.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records



Goals

Goal 1

Goal 1: The percentage of third graders at Meets+ on STAAR Reading will increase from 38% in August 2025 to 46% in August 2030

Performance Objective 1

Increase the percentage of K-2 Scholars above the 60th percentile on EOY MAP from 22% to 27%.

Evaluation Data Source: MAP

Strategy 1

K-2 Teachers will participate in a lesson internalization process through PLC at least once per month.

Strategy's Expected Result/Impact: This strategy will provide clarity to what students should know and be able to do, clear up misconceptions, align the team, and increase teacher confidence in delivering the lesson.

Staff Responsible for Monitoring: Principal, Instructional Specialist, and the teachers.

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 2

Teachers will implement tiered interventions to address gaps in skills.

Strategy's Expected Result/Impact: It will promote growth for all students by closing gaps in skills for struggling readers, while proficient readers get enrichment.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
Teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 3

Teachers will track data on individual students that will include individual data talks, communication with families, and goal-setting.

Strategy's Expected Result/Impact: Promotes accountability, continuous improvement, and engages families.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
K-2 Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 39% of students achieved Meets or higher in Reading.

There is a lack of critical thinking skills in reading and writing.

Performance Objective 2

Increase the percentage of 3rd Grades scholars scoring Meets or Higher in Reading from 31% to 35% by June 2026.

Evaluation Data Source: MAP, STAAR

Strategy 1

Teacher will provided targeted daily small-group instruction.

Strategy's Expected Result/Impact: Teachers can meet students where they are and increase student engagement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
3rd Grade Teacher

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 2

Tutoring will be offered afterschool and on Saturdays.

Strategy's Expected Result/Impact: Personalized learning support that yields in academic gains.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Problem Statements: Student Learning 2

Title I: 2.5.1

Formative Reviews

No Progress

January

March

May

July

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 39% of students achieved Meets or higher in Reading.

There is a lack of critical thinking skills in reading and writing.

Goal 2

Goal 2: The percentage of third graders at Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030

Performance Objective 1

Increase the percentage of K-2 Scholars at or above the 60th percentile on EOY MAP 26% to 31%.

Evaluation Data Source: MAP Student Profile Report in Math.

Strategy 1

K-2 Teachers will participate in a lesson internalization process through PLC at least once per month.

Strategy's Expected Result/Impact: This strategy will provide clarity to what students should know and be able to do, clear up misconceptions, align the team, and increase teacher confidence in delivering the lesson.

Staff Responsible for Monitoring: Principal, Instructional Specialist, and the teachers.

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 2

Teachers will implement tiered interventions to address gaps in skills.

Strategy's Expected Result/Impact: It will promote growth for all students by closing gaps in foundational skills.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 3

Teachers will track data on individual students that will include individual data talks, communication with families, and goal-setting.

Strategy's Expected Result/Impact: Promotes accountability, continuous improvement, and engages families.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
K-2 Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

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July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 27% of students achieved Meets or higher in Math.

There is a lack of foundational math skills needed to be successful in grade level math.

Performance Objective 2

Increase the percentage of 3rd Grades scholars scoring Meets or Higher in STAAR Math 26% to 31% by June 2026.

Evaluation Data Source: STAAR

Strategy 1

Teacher will provided targeted daily small-group instruction.

Strategy's Expected Result/Impact: Teachers can meet students where they are at and increase student engagement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
3rd Grade Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 27% of students achieved Meets or higher in Math.

There is a lack of foundational math skills needed to be successful in grade level math.

Goal 3

The percentage of scholars graduating CCMR- ready as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030

Performance Objective 1

By June 2026, Plummer Elementary School will increase the percentage of students who achieve Meets and Masters in Reading from 26% to 41%

Evaluation Data Source: STAAR

Strategy 1

Implement High Quality Tier 1 Instruction by teaching the right level of depth and complexity as the STAAR Assessment.

Strategy's Expected Result/Impact: Strong Tier 1 instruction reduces the need for remediation by addressing learning objectives effectively the first time content is taught.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 2

Progress Monitoring of Growth toward Meets/Masters through administering curriculum unit assessments and district common assessments.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth toward achieving Meets and Masters grade-level performance on state assessments through consistent progress monitoring.

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Interventionist

Problem Statements: Student Learning 2

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 3

Establish a calibration process that ensures the use of high quality instructional materials that have been district approved.

Strategy's Expected Result/Impact: When teachers implement vetted, research-based materials with fidelity, instructional time is maximized, and students are consistently exposed to grade-level expectations. High-quality resources provide coherence across grade levels and subject areas, reducing instructional variability and ensuring equity for all learners.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 39% of students achieved Meets or higher in Reading.

There is a lack of critical thinking skills in reading and writing.

Performance Objective 2

By June 2026, Plummer Elementary School will increase the percentage of students who achieve Meets and Masters in Math from 27% to 32%.

Strategy 1

Implement High Quality Tier 1 Instruction by teaching the right level of depth and complexity as the STAAR Assessment.

Strategy's Expected Result/Impact: Strong Tier 1 instruction reduces the need for remediation by addressing learning objectives effectively the first time content is taught.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Progress Monitoring of Growth toward Meets/Masters through administering curriculum unit assessments and district common assessments.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth toward achieving Meets and Masters grade-level performance on state assessments through consistent progress monitoring.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 1

Formative Reviews



Strategy 3

Establish a calibration process that ensures the use of high quality instructional materials that have been district approved.

Strategy's Expected Result/Impact: When teachers implement vetted, research-based materials with fidelity, instructional time is maximized, and students are consistently exposed to grade-level expectations. High-quality resources provide coherence across grade levels and subject areas, reducing instructional variability and ensuring equity for all learners.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 27% of students achieved Meets or higher in Math.

There is a lack of foundational math skills needed to be successful in grade level math.

Goal 4

The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 34% in August 2025 to 48% in 2030

Performance Objective 1

Increase percentage of 3rd, 4th and 5th grade students reaching the 60th percentile or higher in MAP Science from 22% to 27%.

Evaluation Data Source: MAP

Strategy 1

Implement weekly hands-on labs or inquiry-based investigations aligned with TEKS.

Strategy's Expected Result/Impact: Students will develop a deeper conceptual understanding.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 3

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 2

Use science notebooks for students to record observations, explanations, and reflections.

Strategy's Expected Result/Impact: Encourages scientific thinking, builds metacognition, and supports literacy and vocabulary development.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Problem Statements: Student Learning 3

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

January

March

May

July

Strategy 3

Tutoring will be offered afterschool and on Saturdays.

Strategy's Expected Result/Impact: Personalized learning support that yields in academic gains.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Problem Statements: Student Learning 2

Title I: 2.5.1

Formative Reviews

January

March

May

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 39% of students achieved Meets or higher in Reading.

There is a lack of critical thinking skills in reading and writing.

3

Only 23% of students achieved Meets or higher in Science.

There is a lack of foundational skills and knowledge of science concepts.

Goal 5 Increase average daily rate of attendance from 92% to 95% by the end of the 2025-2026 School Year.

Performance Objective 1

Reduce the percentage of student with 10 or more absences by 10% from the previous school year.

Evaluation Data Source: Principal
Assistant Principal
Attendance Clerk
Teachers

Strategy 1

Establish incentives for perfect attendance and improve attendance each marking period.

Strategy's Expected Result/Impact: When students feel recognized and rewarded, they are more motivated to participate in school activities and learning.

Staff Responsible for Monitoring: Principal
Assistant Principal
Attendance Clerk

Problem Statements: School Processes & Programs 1

Funding Sources: 211 / Title I (Improving Basic Programs), \$500

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

January

March

May

July

Strategy 2

Establish one parental involvement activity each month.

Strategy's Expected Result/Impact: Build stronger home-school partnerships.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: Food, decorations, supplies 211 / Title I (Improving Basic Programs), \$500

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

January

March

May

July

Strategy 3

100% of students are involved in clubs or other extracurricular activities.

Strategy's Expected Result/Impact: Students will develop a sense of belonging and they will be motivated to attend school when they know they can participate in activities beyond academics.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

January

March

May

July

Strategy 4

Implement and monitor truancy prevention measures to increase student attendance and engagement.

Strategy's Expected Result/Impact: Student attendance rates will increase, with a reduction in the number of students identified as truant or chronically absent. As a result, students will gain more instructional time, leading to improved academic performance, decreased discipline referrals, and stronger family-school partnerships

Staff Responsible for Monitoring: Principal
Assistant Principal
Attendance Clerk

Problem Statements: Demographics 1

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

January

March

May

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1	Only 92% of students were in attendance in the 2024-2025 school year.	Truancy Measures need to be implemented with more consistency.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1	Students report that they don't feel their voices are heard.	Low involvement in leadership groups such PTA, Student Council, and Student Ambassadors.
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