

Lockhart Independent School District
Plum Creek Elementary
2018-2019 Campus Improvement Plan

Mission Statement

Plum Creek Elementary School will provide academic and social experiences that inspire and educate students to be life long learners.

Vision

Plum Creek Elementary students and staff will become champions by doing our personal best each day to reach our goals.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Plum Creek Elementary is a 32 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2018. Student enrollment at Plum Creek Elementary continued to steadily grow during 2017-2018, a pattern we have seen for the last six years; however, this year our attendance is comparable to our end of year 2018 data. August 2018 enrollment data shows that 570 students are enrolled and our Bilingual and Hispanic student groups are growing the fastest.

The campus has three student groups that reflect most of student population, in addition, there are seven bus routes serving the school.

Plum Creek Elementary School serves 570 students in grades K-5.

- 84.1% of our students are Hispanic
- 11.2% of our students are White
- 3.2% of our students are African-American
- 86% of our students are Economically Disadvantaged
- 37% of our students are English Language Learners

Demographics Strengths

At Plum Creek Elementary, we believe that diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds which enriches the learning environment through sharing of the personal experiences.
2. Our ELL students add cultural experiences to our school.
3. Students at Plum Creek Elementary are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PCE ended the year with a 96.4% attendance rate, which is 0.6% below district expectations.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in state accountability areas. For the 2017-2018 school year, Plum Creek Elementary received the following scores:

- Index 1 - Student Achievement - Plum Creek Elementary score: 72
- Index 2 - Student Progress - Plum Creek Elementary score: 85
- Index 3 - Closing Performance Gaps - Plum Creek Elementary score: 78

These scores result in Plum Creek Elementary receiving a 2018 Texas Accountability Met Standard rating, with an overall score of 83. In addition, Plum Creek Elementary received 2 Distinctions: Academic Achievement in Science & Top 25 Comparative Academic Growth

On the 2018 STAAR, the following scores for all grades show the percentage at the Approaches level:

- Reading (3rd - 5th) 67%
- Math (3rd - 5th) 76%
- Writing 46%
- Science 70%

Student Academic Achievement Strengths

Plum Creek Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- High achievement of 5th grade students math.
- High percentage of student making growth in reading & math.
- STAAR scores for our 3rd and 5th grade bilingual students in reading & math.
- Meets and Masters scores on 5th grade Science STAAR doubled.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing STAAR Approaches percentages have remained consistent in the 40th percentile.

Problem Statement 2: The student population group, Special Education, have performed below the campus average in the Approaches passing percentages in 2018.

Problem Statement 3: 4th grade Reading STAAR Approaches percentages have consistently dropped from 3rd grade percentages the year before.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Plum Creek Elementary is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly team meetings to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements. Teachers meet weekly to discuss data and develop "WIN" (What I Need) activities for reteach and extension.

Plum Creek Elementary is committed to support the whole child by providing authentic assessment tools and social/emotional curriculum to increase student academic success and self confidence. Authentic assessments allow students to demonstrate their learning through performance, products, and presentation in regular use will be a campus goal. 7 Mindsets curriculum addresses the social emotional needs is provided every Monday and allows students to reflect and write critically ultimately building positive, life long learners. Kindergarten through 5th grade will use Istation for reading and math to support individualized learning and to provide data to impact small group instruction. In addition, Plum Creek will focus on A/R to increase reading comprehension skills. District checkpoints by unit (approximately every 3 weeks) will provide the teachers and campus to track student growth. Monitoring conferences will be held every 6 weeks with administration and instructional coach. Teachers are required to meet with students in small groups.

Plum Creek is comprised of a diverse and inclusive faculty and staff who have a wide range of talents and skills who create a learning environment where all students and families are made to feel welcome. Plum Creek continued using TBRI last year. TBRI uses a coaching discipline program that focuses on the needs of students. Staff surveys taken at the end of last year had positive results about the 2017-2018 school year in all areas. The environment of Plum Creek is one where teachers feel supported by their teams and administration. Recruitment of bilingual teachers in South Texas provided quality new staff to the campus. Due to growth of our student population, two additional teaching positions were added to keep classroom sizes down below 22:1 ratio.

School Processes & Programs Strengths

Plum Creek has identified the following strengths:

1. Teachers focused on using math manipulatives for math instruction (concrete) before moving to pictorial and abstract math problems showed strong gains in math scores.
2. Progress Monitoring Conferences encouraged collaboration between administration, instructional coach and teachers to plan for next steps in meeting students' needs.
3. Weekly data meetings to address student needs and successes provides structure to "WIN" time.

4. The master schedule and calendar maximized the amount of time spent on instruction.
5. Master teachers on campus provide professional development to staff.
6. Administering/Monitoring Istation for all students K-5.
7. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More students on campus with high social/emotional needs.

Perceptions

Perceptions Summary

Parents, teachers, and students at Plum Creek Elementary take pride in their school and the school's reputation of success. The perception of Plum Creek Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. Plum Creek Elementary's focus is not just on STAAR scores, but also on individual student growth through monitoring. Our commitment is to keep student success at the center of all actions and decisions. With the anticipated growth of our campus we will need to look for ways effectively use all spaces on campus to effectively meet the needs of students, families and staff.

Plum Creek Elementary strives to build positive relationships with the students and parents of our students. Plum Creek works very hard to create a learning environment that includes all family and community members. Many daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the website, providing paper copies in notes in both languages, sending out Skyalert messages by phone, and tweeting important events on our Plum Creek Twitter page. We make every effort to communicate in both languages. PTA supports events on campus and has a PTA Plum Creek Facebook page.

Perceptions Strengths

Strengths for Plum Creek would include:

*Increased parent communication in both English and Spanish.

*A variety of family events including Veteran's Day Celebration, Math and Science Nights, Science Fair, Bi-monthly Literacy Nights, Latino Literacy, Dia de los Muertos, Cinco de Mayo, Color Run and Fall Festival, Valentine's Dance, Parent Involvement Day events, and End of Year Award's Ceremony.

* 5th grade Choir represents our school by participating in Dickens on the Square.

* NEHS and Student Council support Lockhart Relay for Life with a team

*PCE has an open door policy and welcomes parent input and questions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PCE parent participation is low.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals







Goal 1: Every student (grades 1-5) will make 1.5 years progress in reading in 2018-2019.

Performance Objective 1: During the 2018-2019 school year, 70% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

Evaluation Data Source(s) 1: Istation reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker RTI Coach, Veronica Hernandez Classroom teachers	Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. 70% of students will make 1.5 years progress based on September to May ISIP scores.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal via Google Drive.</p>	Principal, Jamee Griebel Assistant Principal, Shiela Parker Classroom teachers	Principal will monitor weekly lesson plans. Staff will electronically submit Team Checkpoint Analysis forms to principal within three days after checkpoints are scanned. Teachers will use data to spiral and reteach TEKS not mastered.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 5 Power Walks daily. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Students will be encouraged to read books and take at least 1 Accelerated Reader test per week.</p>	Principal, Jamee Griebel Assistant Principal, Shiela Parker Classroom teachers	Students reading more will impact student reading growth. Student names will be displayed on the A/R wall, and class/house team points will be updated bi-weekly. Prizes will be awarded monthly at PCEPROUD assemblies.				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Classroom teachers will meet with RTI Teacher monthly after ISIP to review student growth and plan lessons for WIN time.</p>	<p>Principal, Jamee Griebel RTI Teacher, Veronica Hernandez Classroom teachers</p>	<p>Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes (30,60,90). Students will receive targeted interventions during WIN time to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.</p> <p>Administration and classroom teachers will monitor student usage weekly.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Plum Creek will provide atleast 3 literacy/reading activities for students to read with other grade level peers, parents, and community members. (Ex. Literacy Night, Reading Mentors, Peer Reading, & Read-A-Thon)</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom Teachers</p>	<p>Students reading more will impact student reading growth. Parents will learn strategies on how to support reading at home with their child.</p>				
<p>Funding Sources: 211 - Title I-A - 925.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Special education teachers will meet with classroom teachers weekly to develop lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Special Education teachers</p>	<p>Administration will monitor weekly lesson plans to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Special education teachers maintain student monitoring forms and will attend monitoring conferences to review data from Istation and checkpoints monthly.</p>	<p>Principal, Jamee Griebel Special Education teachers</p>	<p>Principal will monitor student progress on monitoring forms to ensure student growth. Special education teachers and general education teachers of special education students will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Bilingual teachers will meet monthly in Bilingual PLCs.</p>	<p>Principal, Jamee Griebel Assistant Principal, Shiela Parker Bilingual teachers</p>	<p>Monitoring bilingual student data will allow teachers to ensure student growth is happening in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth. Bilingual teachers will review progress on language standards (ELPS) and plan cultural campus-wide activities.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: Every student (grades 1-5) will make 1.5 years progress in reading in 2018-2019.

Performance Objective 2: 85% of 4th and 5th grade students will make growth progress on STAAR Reading.

Evaluation Data Source(s) 2: 2019 STAAR Reading data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker RTI Coach, Veronica Hernandez Classroom teachers	Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. 85% of 4th & 5th grade students will make growth progress based on STAAR Reading.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal via Google Drive.</p>	Principal, Jamee Griebel Assistant Principal, Shiela Parker Classroom teachers	Principal will monitor weekly lesson plans. Staff will electronically submit Team Checkpoint Analysis forms to principal within three days after checkpoints are scanned. Teachers will use data to spiral and reteach TEKS not mastered.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 5 Power Walks daily. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Students will be encouraged to read books and take at least 1 Accelerated Reader test per week.</p>	Principal, Jamee Griebel Assistant Principal, Shiela Parker Classroom teachers	Students reading more will impact student reading growth. Student names will be displayed on the A/R wall, and class/house team points will be updated bi-weekly. Prizes will be awarded monthly at PCEPROUD assemblies.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Classroom teachers will meet with RTI Teacher monthly after ISIP to review student growth and plan lessons for WIN time.</p>	<p>Principal, Jamee Griebel RTI Teacher, Veronica Hernandez Classroom teachers</p>	<p>Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes (30,60,90). Students will receive targeted interventions during WIN time to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.</p> <p>Administration and classroom teachers will monitor student usage weekly.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Plum Creek will provide atleast 3 literacy/reading activities for students to read with other grade level peers, parents, and community members. (Ex. Literacy Night, Reading Mentors, Peer Reading, & Read-A-Thon)</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom Teachers</p>	<p>Students reading more will impact student reading growth. Parents will learn strategies on how to support reading at home with their child.</p>				
<p>Funding Sources: 211 - Title I-A - 600.00</p> <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 2: Every student (grades 1-5) will make 1.5 years of progress in math in 2018-2019.

Performance Objective 1: During the 2018-2019 school year, 70% of students in grades K-5 will make at least 1.5 years of progress in math.

Evaluation Data Source(s) 1: Dream Box reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teacher will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom teachers</p>	<p>Administration will monitor lesson plans.</p> <p>Classroom teachers will provide small group math lessons 4-5 times per week.</p>				
Funding Sources: 199 - General Fund - 3000.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Students will complete Dream Box math lessons 4-5 times per week.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom teachers</p>	<p>Classroom teachers will monitor monthly computer Dream Box goals for each student to demonstrate expected growth. Individual student growth percentages will be 15% monthly. Teachers will assign long term lessons for students who have not mastered grade level TEKS. Administration will monitor student growth monthly.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal.</p>	<p>Principal, Jamee Griebel Assistant Principal, Shiela Parker Classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Staff will electronically submit Team Checkpoint Analysis form to principal within three days after checkpoints are scanned. Teachers will use data to spiral and reteach TEKS not mastered.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker</p>	<p>Administration will conduct 5 Power Walks daily. The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Math Night & Parent Involvement Math activities will be provided atleast 4 times for students and families.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom Teachers</p>	<p>Student math growth will increase in DreamBox due to providing hands on activities for students and parents. Family engagement math activity bags will be sent home with students every other week.</p>				
<p>Funding Sources: 211 - Title I-A - 600.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Special education teachers will meet with classroom teachers weekly to develop lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Special Education teachers</p>	<p>Administration will monitor weekly lesson plans to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Special education teachers maintain student monitoring forms and will attend monitoring conferences to review data from Istation and checkpoints monthly.</p>	<p>Principal, Jamee Griebel Special Education teachers</p>	<p>Principal will monitor student progress on monitoring forms to ensure student growth. Special education teachers and general education teachers of special education students will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Bilingual teachers will meet monthly in Bilingual PLCs.</p>	<p>Principal, Jamee Griebel Assistant Principal, Shiela Parker Bilingual teachers</p>	<p>Monitoring bilingual student data will allow teachers to ensure student growth is happening in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth. Bilingual teachers will review progress on language standards (ELPS) and plan cultural campus-wide activities.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Every student (grades 1-5) will make 1.5 years of progress in math in 2018-2019.

Performance Objective 2: 85% of 4th and 5th grade students will make growth progress on STAAR Math.

Evaluation Data Source(s) 2: 2019 STAAR Math data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teacher will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom teachers</p>	<p>Administration will monitor lesson plans. Classroom teachers will provide small group math lessons 4-5 times per week.</p>				
Funding Sources: 199 - General Fund - 3000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Students will complete Dream Box math lessons 4-5 times per week.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom teachers</p>	<p>Classroom teachers will monitor monthly computer Dream Box goals for each student to demonstrate expected growth. Individual student growth percentages will be 15% monthly. Teachers will assign long term lessons for students who have not mastered grade level TEKS. Administration will monitor student growth monthly.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal.</p>	<p>Principal, Jamee Griebel Assistant Principal, Shiela Parker Classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Staff will electronically submit Team Checkpoint Analysis form to principal within three days after checkpoints are scanned. Teachers will use data to spiral and reteach TEKS not mastered.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker</p>	<p>Administration will conduct 5 Power Walks daily. The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Math Night & Parent Involvement Math activities will be provided atleast 4 times for students and families.</p>	<p>Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom Teachers</p>	<p>Student math growth will increase in DreamBox due to providing hands on activities for students and parents. Family engagement math activity bags will be sent home with students every other week.</p>				
Funding Sources: 211 - Title I-A - 600.00						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Every student (grades K-5) will make progress in writing in 2018-2019.

Performance Objective 1: In 2019, 4th grade students will reach 65% Approaches, 40% Meets, and 20% Masters on STAAR Writing.

Evaluation Data Source(s) 1: STAAR Writing data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers (K-2 & 5th) will use mentor sentences to build student writing skills. Students will write daily during their writing block.</p>	Principal, Jamee Griebel Asst. Principal, Sheila Parker Classroom teachers	Administration will monitor weekly lesson plans for K-2 & 5th to ensure classroom teachers include mentor sentences in writing. Student work displayed and writing journals will show students daily writing.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will meet once every month during Data PLCs to analyze student writing samples using HALO2/Rubric.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker Classroom teachers	Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring 2-3 student writing samples for 5 students to PLCs. Students writings will be reviewed based on TEKS that have been taught. Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 3rd and 4th grade teachers will use the writing program, Be a Writer to build students writing skills. 4th grade teachers will use May the Force Be With You for revising and editing.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker 3rd/4th grade teachers	In an effort to provide students with a variety of writing samples teachers will use the Be A Writer curriculum daily. Every month, student writing samples will be scored with the district writing rubric to assess growth. Teachers will assign lessons to support areas of need with small group and individuals. 4th grade teachers will use May the Force Be with You strategies for revising and editing.				
Funding Sources: 199 - General Fund - 375.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)</p>	Principal, Jamee Griebel Librarian, Kristin Scott Classroom Teachers	Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.				

Goal 4: Plum Creek will increase their average daily attendance rate for the 2018-2019 school year.

Performance Objective 1: Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2018-2019 school year.

Evaluation Data Source(s) 1: ADA report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Students will be recognized during monthly assemblies for perfect attendance.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker Registrar	PCE's ADA will rise from 96.4% to meet or exceed our campus goal of 97%				
Funding Sources: 199 - General Fund - 250.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) House teams will compete for monthly prizes for the team having the highest attendance percentage.</p>	Principal, Jamee Griebel Asst. Principal, Shiela Parker Registrar	PCE's ADA will rise from 96.4% to meet or exceed our campus goal of 97%.				
Funding Sources: 199 - General Fund - 500.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Students will be provided incentives for meeting Attendance Challenges throughout the year.</p>	Principal, Jamee Griebel Registrar	PCE's ADA will rise from 96.4% to meet or exceed our campus goal of 97%.				
Funding Sources: 199 - General Fund - 1500.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Classroom and grade levels will be recognized for outstanding attendance.</p>	Principal, Jamee Griebel Counselor, LeeAnn Skinner Secretary, Leticia Ramirez	Classrooms with 100% daily attendance will be recognized daily during announcements. Highest great level attendance winner will have their banner displayed in the main hallway.				
Funding Sources: 199 - General Fund - 200.00						
						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Williams	Dyslexia Teacher	Student Support	1
Juanita Rios	Dyslexia Teacher (Bilingual)	Student Support	0.5
Kim Hartman	Instructional Aide	Student Support	1
LeeAnn Skinner	Counselor	Student Support	0.5
Rosemary Mendez	Bilingual Aide	Student Support	1
Veronica Hernandez	RTI Teacher/Coach	Instructional	1
Veronica Jimenez	Nurse	Student Support	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jamee Griebel	Principal
Administrator	Shiela Parker	Asst. Principal
Counselor	Leeann Skinner	Counselor
Classroom Teacher	Karen Ochoa	Kinder Teacher (Bilingual)
Classroom Teacher	Megan Jones	1st grade teacher
Classroom Teacher	Andrea Trevino	2nd grade teacher (Bilingual)
Classroom Teacher	Jesse Galvan	3rd grade teacher (Bilingual)
Classroom Teacher	Roxy Limas	4th grade teacher (Bilingual)
Classroom Teacher	Alyssa Gonzales	5th grade Teacher (Bilingual)
Paraprofessional	Melissa Patton	Secretary
Non-classroom Professional	Shara Pendergrass	Sped Teacher
Non-classroom Professional	Kristin Scott	Librarian
District-level Professional	Adam Galvan	Asst. Superintendent
Business Representative	Christy Reyna	Business Rep - Reyna Drywall/Paint
Business Representative	Jacob/April Alvarez	Business Rep - Lil Charlie's
Parent	Marcia Frey	Parent
Parent	Cristina Suarez	Parent
Community Representative	Lisa Goerlitz	Community Member
Community Representative	Alice Hamblin	Community Member
Instructional Coach	Veronica Hernandez	RTI Teacher/Coach

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Math Manipulatives		\$3,000.00
2	2	1	Math Manipulatives		\$3,000.00
3	1	3	Mentor Sentences curriculum		\$375.00
4	1	1	Attendance Brag Tags/Drawings		\$250.00
4	1	2			\$500.00
4	1	3			\$1,500.00
4	1	4	Banners		\$200.00
Sub-Total					\$8,825.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Literacy Kits and Books		\$600.00
1	1	6	Home to School Connection Handouts (Reading) - English & Spanish		\$325.00
1	2	6	Literacy Kits and Books		\$600.00
2	1	5	Family Engagement Activity - Math Kits		\$600.00
2	2	5	Family Engagement Activity - Math Kits		\$600.00
Sub-Total					\$2,725.00
Grand Total					\$11,550.00