



2022-23 Campus Improvement Plan
Plummer Elementary School

Table with 4 columns: Campus/Department, Strategic Guiding Statement, Type(s) of Plan, and Board Approval Date. Includes a 'P PLAN' section with problem and goal statements.

**Identify your “One Thing” (strategy):** At Plummer Elementary all teachers will use scaffolding strategies (lesson structure, exemplars, teacher clarity) to ensure proper alignment and exposure to grade level content within their Tier 1 daily lesson delivery.

**Comparison of John Hattie's Research with Project Based Teaching**

		Impact on Learning	
		Largest	Greater than Average
Project Based Teaching Practice	Build the Culture	Teacher-Student Relationships (.72)	Classroom Cohesion (.53) Positive Peer Influence (.53)
	Manage Activities		Effective Classroom Management (.52)
	Scaffold Student Learning	Structured Classroom Discussion (.82)	Cooperative Learning (.59) Peer Tutoring (.55) Direct Instruction (.59) Learning & Thinking Strategies (.63 - .69) Success Examples (.57)
	Assess Student Learning	Usable Formative Feedback for Students (.75)	Clear & Challenging Learning Goals (.50)
	Engage & Coach	Teacher Competence, Trustworthiness & Caring (.90)	

Hattie (2009) found an effect size of 0.82 for **lesson structure**

Hattie (2009) found an effect size of 0.75 for **teacher clarity**

Hattie (2009) found an effect size of 0.57 for **exemplars**

**Why did you choose this goal (strategy)? Include the process you used to establish the root cause.**

Why: Need more quality of planning, preparation, and confidence in the curriculum and content

Why: New curriculum, not enough time to get comfortable using it and instead having to jump right in

Why: We are having to learn and teach at the same time, and constantly stop to test

Why is this hindering scholar success: Teachers rely on what they are comfortable with and already know

Why is this an issue: Scholars are not being exposed to the grade level content necessary in order to be successful with on grade level content.

Why: It is ok to meet scholars where they are but the instruction must be scaffolded to get scholars where they need to be academically.

**Baseline Data & Rationale:** What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

NWEA MAP EOY Performance At or Above Level				
NWEA MAP	Math	Reading	Language	Science
Kindergarten	44%	39%		
Grade 1	14%	9%		
Grade 2	51%	65%	43%	
Grade 3	41%	40%	31%	42%
Grade 4	38%	37%	30%	46%
Grade 5	32%	42%	37%	47%

# Plummer

## All Performance (Preliminary Numbers)

	Number Tested	Number Absent and Other	Number Did Not Meet	Number Approches	Number Meets	Number Masters		Percent Approches or Better	Percent Meets or Above	Percentage Masters		Domain 1 Calculation
Grade 3 ELAR	90		18	14	18	40		80%	64%	44%		62.96
Grade 4 ELAR	69		18	25	14	12		74%	38%	17%		43.00
Grade 5 ELAR	79		31	23	12	23		73%	44%	29%		48.95
ELAR TOTAL	238		67	62	44	75		76%	50%	32%		52.52

**Approach & Evidence Sources:** How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

<b>Lead Fidelity Measures</b>
Weekly calibration Walks for the Academic team to ensure alignment in "look-fors" for Straffolding Grade Level Content
2 or more progress monitoring fidelity observations/walks for all teachers per month
<b>Lead Performance Measures</b>
2nd and 3rd Grade 2023 BOY and MOY NWEA Map On Grade Level Reading Data
DCCA Data
<b>Equity Constraint</b>
No more than a 20% gap in 3rd grade STAAR Reading Meets Level Performance between LEP student groups compared to all students.
<b>LAG Measures</b>
3rd Grade STAAR Reading 2023 Data
2nd and 3rd Grade 2023 EOY NWEA Map On Grade Level Reading Data

**Plan:** What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains*

Key Actions	Effective School Framework Level/ Essential Action
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.	Level 4.1 High Quality Instructional Materials and Assessments
Walk through forms that align with scaffolding look for coaching and feedback to ensure implementation with fidelity.	Level 5.1 Effective Instruction (Routines and

	Strategies)
LLI Kits during LHT to ensure interventions during the school day to move scholars back to Tier 1	Lever 5.3 Effective Instruction (DDI)
Create a campus data tracker and data wall for all teachers and scholars to track growth	Lever 1 Strong School Leadership and Planning Lever 5.3 Effective Instruction (DDI) Lever 5.4 MTSS for students with learning gaps
Involve parents and community in the process of understanding campus and individual scholar data.	Lever 5.4 MTSS for students with learning gaps

**Professional Development:** What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

<b>Professional Development</b>	<b>Provided For</b>	<b>Person(s) Responsible</b>	<b>End Date</b> When will PD be completed?
Scaffolding Strategies Professional Learning	Pre-K through 5 Teachers	District Coordinators, Principal, Academic Interventionist, and Assistant Principal	August 2022 and Continuously
Modeling Scaffolding Strategies for Professional Learning	Pre-K through 5 Teachers	Principal, Lead Teachers, Academic Interventionist, and Assistant Principal	August 2022 and Continuously
Implementation Rubric/ Walk through Form	Pre-K through 5 Teachers	Principal and Assistant Principal	August 2022 and Continuously
Feedback and Coaching	Pre-K through 5 Teachers	Principal and Assistant Principal	August 2022 and Continuously
Analyze data from DCCAs to identify low performing SEs and create a plan to address them while progress with the pace of the curriculum	2nd - 5th Grade Teachers	Principal, IF, AI and Assistant Principal	October 2022 and Continuously

**Complete if Additional Targeted Plan**

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

**Effective Instruction**

- Objective-driven daily lesson plans with formative assessments
- Effective classroom routines and instructional strategies
- Data-driven instruction
- RTI for students with learning gaps

D 1 <sup>st</sup> Quarter Action Plan #1 June 6 – October 14	<b>DO: Create action plan for Quarter #1 based on data analysis</b> Create the action plan for the 1 <sup>st</sup> Quarter below. What steps do you need to take to reach the year-long strategy?				
<b>Step</b> What steps will you and your team take?	<b>Measure /Indicator</b> What data will be collected? <b>OR</b> How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>
Review Campus Needs Assessment	Sign in Sheets	June 2022	Campus Site Team Mackey, Phillips, Barnes, Rios, and Coleman		1.1
Develop a written parent and family engagement policy;that's in English and Spanish	Completion of the policy document	September 2022	Campus Site Team Mackey, Phillips, Barnes, Rios, and Coleman		3.1
Develop School-parent contact	Sign in Sheets, Documents with suggested changes	September 2022	Campus Site Team Mackey, Phillips, Barnes, Rios, and Coleman		3.2
Monitor and review CIP for Quarter 1 with attention to	Agenda and Attendance Roster	October 2022	Principal, Assistant		2.2 2.4

increase student achievement of all students in reading			Principal, and Site Team		
Create Schedule for Calibration Walks	Google forms and walks placed on google calendar	August 2022	Principal and AP		2.4
Weekly staff meetings to discuss look-fors and discuss walk through data	Sign in sheets, weekly agenda	August 2022	Principal and AP		2.2 2.4
PLCs schedule to discuss look-fors and discuss data	Sign in sheets, weekly agenda	August 2022	Principal, AP, Teacher Teams		2.2 2.4

**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

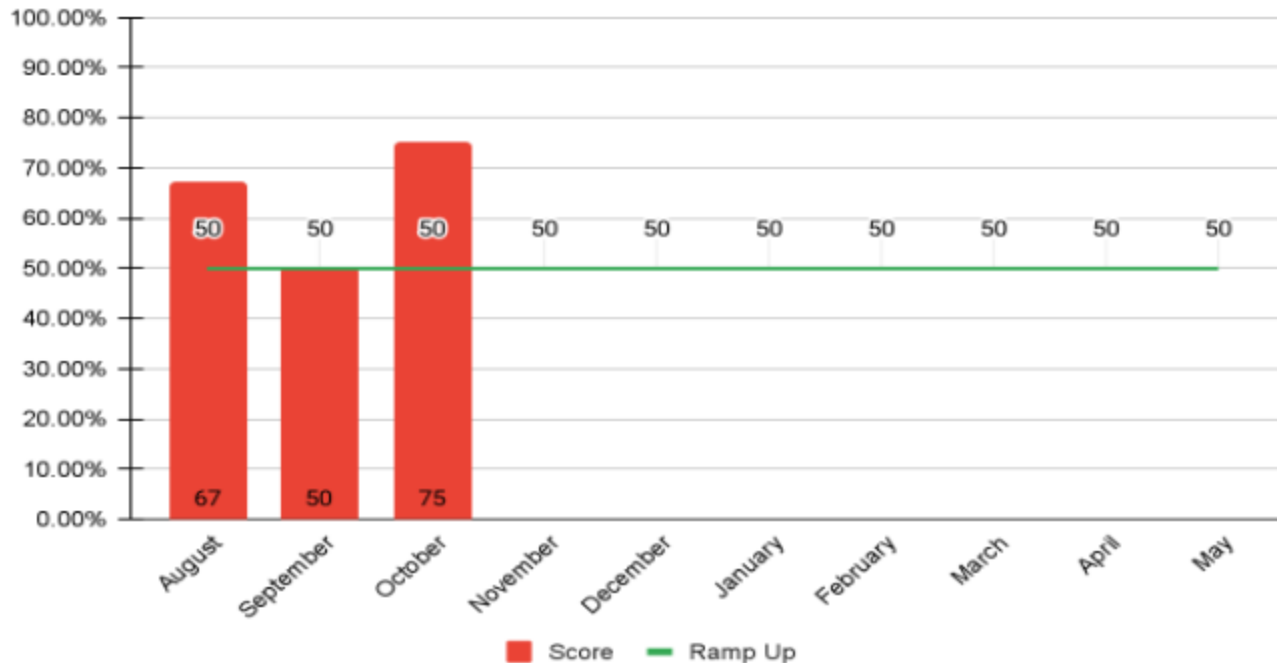
<b>Lead Fidelity Measures</b>
Weekly calibration Walks for the Campus Academic Team to ensure alignment in “look-fors” for Scaffolding Grade Level Content
2 or more progress monitoring fidelity observations/walks for all K-5th Grade Reading Teachers per month
<b>Lead Performance Measures</b>
K - 5th Grade 2023 MOY and EOY NWEA Map On Grade Level Reading Data
Tested Grade Level DCCAs at the Meets Level or Above (2nd - 5th Grade Reading Teachers)

<b>D</b> 2 <sup>nd</sup> Quarter Action Plan #2 Oct. 18 - January 13	<b>DO: Revise or continue with implementation based on analysis of Action Plan #1 progress</b> Color code steps from the 1 <sup>st</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
1 <sup>st</sup> Quarter Results for Leading Measures: Lead Fidelity Measures Lead Performance Measures NWEA BOY Projected Proficiency	



# Where are we?

## Lead Fidelity Measure Scaffolding Fidelity Walks



18= # of walks

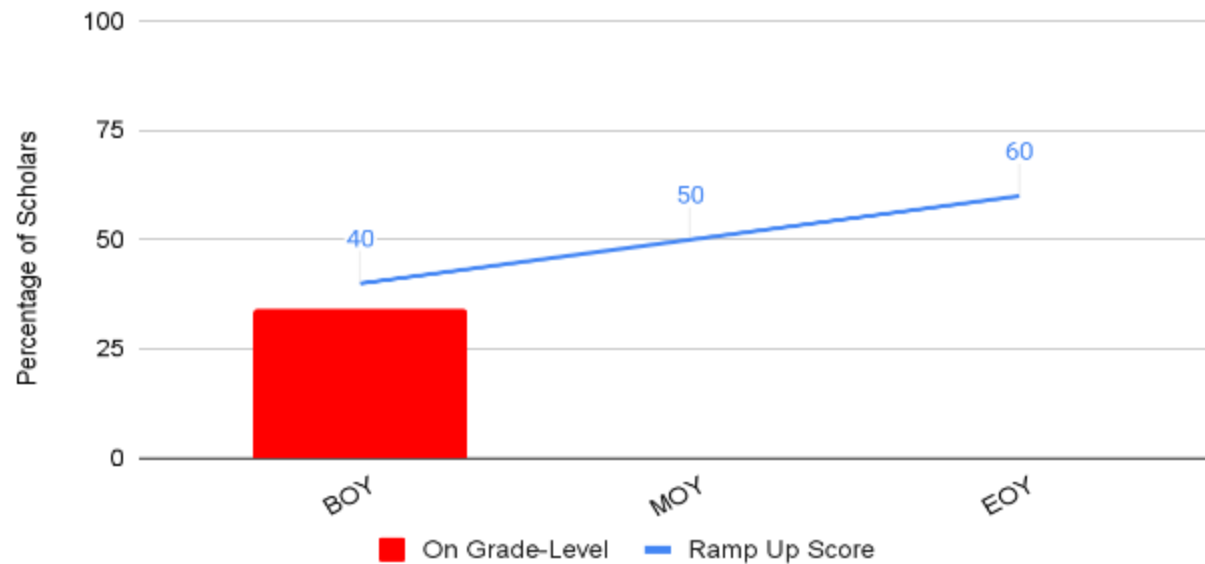
- 4 out of 6 (67%) Teachers were executing at least 2 of the 3 scaffolding strategies (Aug)
- 2 out of 4 (50%) Teachers were executing at least 2 of the 3 scaffolding strategies (Sept)
- 6 out of 8 (75%) Teachers were executing at least 2 of the 3 scaffolding strategies (Oct)

# Where are we?

## Lead Performance Measure NWEA BOY MAP 2nd - 5th Grade

### Lead Performance Measure

*% of 2nd -5th grade scholars on grade-level for Reading NWEA MAP*



**294 = # of students tested**

**101 = Students At or Above Grade-Level Mean RIT (34%)**

## Language Arts: Reading

Plummer Elementary

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	47	32	68.1%	12	25.5%	3	6.4%	0	0.0%
3	87	45	51.7%	22	25.3%	16	18.4%	4	4.6%
4	84	37	44.0%	25	29.8%	12	14.3%	10	11.9%
5	76	33	43.4%	27	35.5%	13	17.1%	3	3.9%
<b>Total</b>	<b>294</b>	<b>147</b>	<b>50.0%</b>	<b>86</b>	<b>29.3%</b>	<b>44</b>	<b>15.0%</b>	<b>17</b>	<b>5.8%</b>

<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? <b>OR</b> How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>
Create Schedule for Calibration Walks	Google forms and walks placed on google calendar	August 2022	Principal and AP		2.4
Weekly staff meetings to discuss look-fors and discuss walk through data	Sign in sheets, weekly agenda	August 2022	Principal and AP		2.2 2.4
Conduct walkthroughs to observe instructional practices, provide actionable feedback, and follow up coaching sessions to monitor implementation	Walkthrough Data and Calendar (observation, feedback & follow-up)	Ongoing	Campus Admin. & Instructional Facilitator		2.4
Conduct PD that focuses on instructional practices (i.e., scaffolding strategies, lesson frame, analyzing grade level	Sign-In Sheets Implementation of Practices	Ongoing	Camp Admin., Instructional Facilitator, & Academic Interventionist		2.4

standards & gradual release of responsibility)					

**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

<b>Lead Fidelity Measures</b>
Weekly calibration Walks for the Campus Academic Team to ensure alignment in “look-fors” for Scaffolding Grade Level Content
2 or more progress monitoring fidelity observations/walks for all K-5th Grade Reading Teachers per month
<b>Lead Performance Measures</b>
K - 5th Grade 2023 MOY and EOY NWEA Map On Grade Level Reading Data
Tested Grade Level DCCAs at the Meets Level or Above (2nd - 5th Grade Reading Teachers)

<b>D</b> 3rd Quarter Action Plan #3 Jan. 17 – Mar. 10	<b>DO: Revise or continue with implementation based on analysis of Action Plan #2 progress</b> Color code steps from the 2 <sup>nd</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2<sup>nd</sup> Quarter Results for Leading Measures:

<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? <b>OR</b> How will you know step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>


**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

Lead Fidelity Measures
Lead Performance Measures

<b>D</b> 4th Quarter Action Plan #4 March 20 - June 30	<b>DO: Revise or continue with implementation based on analysis of Action Plan #3 progress</b> Color code steps from the 3 <sup>rd</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3<sup>rd</sup> Quarter Results for Leading Measures:

<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? <b>OR</b> How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>


**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

Lead Fidelity Measures
Lead Performance Measures

<b>S</b> To be completed by June 30	<b>STUDY: Analyze data after implementing approach</b> At the end of the school year, complete the questions below using data and your analysis	
<b>Summarize the key actions taken in accomplishment of the strategy</b> <i>(Refer to list created in Plan phase &amp; reflect on what was projected to be accomplished):</i>		
<b>What data gives evidence of progress made on goal?</b> <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends &amp; comparables along with analysis</i>	<b>What data gives evidence to a lack of progress made on goal?</b> <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends &amp; comparables along with analysis</i>	

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<b>A</b> To be completed by June 30	<b>ACT: Set Plan for upcoming year</b>
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At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

- Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:
- Year-long target goal not met but the current plan is effective so we will continue it.
- Year-long target goal not met so plan will continue with improvements to the plan.
- Year-long target goal is not met and we will move in a different direction.
- Other (Please explain)

Discuss possible action plan steps that you recommend occur in the next year's PDSA:

**Plan for Federal Funds 2022-2023**

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

**Plan for At-Risk/ Compensatory Education 2021-2022**

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds: