

Executive Summary

**Plummer
Elementary
2010-2011**



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan
Plummer Elementary School
Linda L. Cronenberg, Principal
Executive Summary**

Information

The vision of Plummer Elementary is to form a partnership with the community to promote excellence in education in a safe and nurturing environment. Together we will provide qualitative, enriching educational opportunities while preparing our students to be fully participating citizens and leaders in the twenty-first century.

The mission of Plummer Elementary is for parents, teachers, and community members to work together as partners to provide an environment that empowers students to: find and use information; think, reason and solve problems; be fair, respectful, responsible, trustworthy, and caring citizens.

Plummer Elementary, the second oldest school in the Cedar Hill Independent School District, is located at 1203 S. Clark Rd. in the southeast section of Cedar Hill. The school was named South Hills Elementary, but was renamed at a later date after Rosa Belle Plummer. The original building has been added onto several times, with the last renovation and completion of an additional wing containing 13 classrooms and a computer lab in 2005 to accommodate the growing population of the community.

Plummer has a diverse student and staff population with approximately 600 students in PK through 4th. The demographic distribution of students includes 68% African American, 23% Hispanic, 8% Caucasian, <1% American Indian, and <1% Asian. The student population is identified as 12% Special Education, 2% Gifted and Talented, 49% At Risk, 5% LEP, and 69% Economically Disadvantaged with a 26% Mobility rate. Plummer is one of two schools in the district that hosts a Preschool Program for Children with Disabilities (PPCD). The Plummer staff is 100% highly qualified and certified with an average of 13 years of experience with many staff members holding advanced degrees.

In a partnership with the community, Plummer hosts mentors and volunteers from area churches, colleges, and local businesses to provide academic and social support for students.

The character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship are studied, reinforced, and integrated into all content areas, activities, and events at Plummer. We value each and every Plummer student while providing a safe and nurturing environment, and encourage all to take responsibility for their actions.

In an effort to maintain and increase academic achievement, Plummer will continue to use a Response to Intervention (RTI) Three-Tier Reading Model of Guided Reading and a Three-Tier Model of Math in conjunction with research-based instructional programs and strategies to enable the staff to meet the needs of all students.

Comprehensive Needs Assessment

Plummer uses a team approach to disaggregate data to use in planning instruction for the general classroom as well as for interventions using a variety of data sources including TAKS, ITBS, TPRI, district formative assessments, software reports, as well as Skyward reports for discipline and attendance. Beginning with 2010-2011, CSCOPE benchmarks will also be analyzed and used for decisions concerning instruction, teaching, and learning.

Texas Assessment of Knowledge and Skills (TAKS)

The estimated AEIS rating indicates a “Recognized” rating for 2010 results based on the Texas Projection Measure (TPM). (See Addendum Table 8.); Under the former accountability system, Plummer actually achieved “Academically Acceptable” scores. (See Addendum Table 8.)

Plummer scored 94% on TAKS Writing in both 2008 and 2009. TAKS Reading decreased from 85% to 80%, and TAKS math scores increased from 73% to 74% identifying math as area that continues to be in need of improvement. For 2010, African American and Economically Disadvantaged subgroups performed lower than Hispanic and White on both math and reading, while all TAKS Writing scores were in the exemplary range. (See Addendum tables 1 through 5.)

Iowa Test of Basic Skills (ITBS)

Kindergarten students entered school scoring well below the national average, but ITBS scores increase with each grade level showing the value added growth of instruction at Plummer Elementary. Significant gains were made between Kindergarten and fourth grade by Plummer students as measured by ITBS with a dramatic increase of 2009 scores compared to 2008 scores. (See Addendum **Table 9.**)

If you compare cohort groups, increases are significant except for 2nd grade math and language which may be indicative of a focus on teaching students to read in first grade. (See Addendum **Table 10**.)

Campus results indicate that 35% of the Plummer students scored at or above 50% on ITBS Reading up 12 points (52%) from the previous year. 31% scored at above 50% on ITBS Math showing a gain of 9 points (41%) from 2008 (See Addendum **Table 11**). Plummer has developed a Literacy Plan and a Math Improvement Plan that will improve ITBS scores. Plummer Literacy Plan will focus on activities and teaching to improve the areas of vocabulary, fluency and comprehension. The focus of the Math Improvement Plan will be in the areas of critical thinking, problem-solving and vocabulary with an emphasis on staff development.

2009 – 2010 District Formative / Summative Assessments Results

The campus average percentage passing of district assessments was 88% for math, 78% for science, 72% for language, and 65% for social studies. (See Addendum **Table 13**) District assessments show weakness in third grade math, and second and third grade language (See Addendum **Table 12**.)

Discipline Summary

The student discipline summary report revealed a 20% decrease from 197 incidences which involved 116 students to 158 incidences involving 52 students. (See Addendum Table 14.) The campus will continue to work towards reducing the number of referrals by implementing Boy's Town.

Attendance

The Plummer student average daily attendance remained at 96%. (See Addendum Table 15.)

Staff attendance rate increased by 2% to 93.8%. Four long-term substitutes were a factor in these results.

Commended Performance

Plummer commended scores in reading were at the district goal of 30%. Commended scores for math and writing were at 24% and 23%. (See Addendum **Table 6**) CSCOPE and professional development will increase rigor of instruction in order to increase commended performance.

Campus Climate

Plummer is committed to creating and maintaining a positive learning environment for all stakeholders. Staff participates in the decision making process for instruction, staffing, staff development and budget through site based decision making. Parents and community members are encouraged to participate in activities and to volunteer.

Campus Strengths and Challenges

Campus strengths include:

- Good communication and collaboration between staff members both horizontally and vertically
- Effective school wide tutoring program for all grade levels
- Identification of student needs and effective application of intervention strategies
- Consistent application of the RTI model for reading and math
- CATCH breakfast in the room program
- Food for Kids weekend backpack food program
- Student recognition and incentives for attendance, citizenship, district fairs, and grades
- Active Parent Teachers Association (PTA) with 100% staff participation
- Effective school wide writing program

Campus challenges include:

- Increase attendance rate for both staff and students
- Increase math achievement
- Increase ITBS scores
- High student mobility rate
- Lack of readiness skills when new students enter school

Inquiry Process and Analysis

In order to provide appropriate instruction and programs to ensure academic success for all, the campus employs comprehensive needs assessment that includes disaggregating data from multiple sources including ITBS, TPRI, TAKS, district formative assessments, CSCOPE benchmarks, and Skyward reports for student attendance and discipline. A team approach is used in analysis including horizontal and vertical teams, the Campus Advisory Team (CAT), and the Student Teacher Advisory Team (STAT).

Quality Design and Planning

Once weaknesses are identified using the comprehensive needs analysis model, the campus, grade level, or staff member will research best practices. Schools that have been successful in overcoming the identified problem will be contacted and staff members will visit to observe and interview instructors. An example of this would be identifying an Exemplary school with similar demographics to visit.

In order to continue increasing math achievement, students that are identified as needing interventions by ITBS, TPRI, TAKS, Formative Assessments, and CSCOPE benchmarks will be placed on the appropriate tier of the Response to Intervention Model (RTI) and will receive tutoring during and after school in flexible groups beginning in the fall of 2010 working towards mastery of objectives. Student data will be closely monitored by teachers and administrators to ensure progress.

The Plummer Literacy Plan includes identifying students in need of intervention following the RTI model, progress monitoring, and providing support for classroom teachers in the form of a literacy coach and staff development, as well as closely monitoring data of each student.

Professional Staff Development will provide strategies for teachers to use in the successful implementation of the three tiered Response to Intervention Model (RTI), guided reading, Literacy Stations, and effective research based reading and math strategies.

Continuous Improvement Monitoring and Evaluation

Progress towards academic excellence for all Plummer students will be monitored by:

- Student performance on ITBS, TAKS, TPRI, Formative Assessments, software reports, and CSCOPE benchmarks will be monitored by both teachers and administrators.
- Students will receive instruction in areas of weakness during in school and after school tutoring.
- Horizontal and vertical teams will meet to discuss data and curriculum issues.
- Monthly campus staff development and meetings will be provided to monitor and support campus goals.
- Grade level teams will meet weekly to discuss student data and to plan for interventions.
- Administrators will conduct frequent walk throughs and analysis of lesson plans with feedback, as well as monitoring and analysis of all data.
- District curriculum specialists will be utilized to improve teacher effectiveness.