

# **Pebble Creek Elementary**

Inspiring students to be risk takers and world thinkers, building strong foundations and growing real relationships for success in our changing world.



## **Campus Improvement Plan 2016-2017**



## Executive Summary

Pebble Creek Elementary is a Head Start through fourth grade campus with approximately 400 students and 58 faculty and staff members. The campus serves all Adaptive Behavior students throughout the district in grades Kindergarten through 4th grade with approximately 7% of our students who qualify for special education. Last year, approximately 26.4% of our students were economically disadvantaged, primarily coming from one neighborhood zoned to the school. Our staff remains relatively constant each year, with little or no turnover. The staff is committed to providing a high quality education for all students, meeting individuals where they are and challenging them to reach new heights.

Our district vision is Success...Each Life...Each Day...Each Hour. The mission of Pebble Creek Elementary School is to inspire students to be risk takers and world thinkers, building strong foundations and growing real relationships for success in our changing world. Pebble Creek Elementary staff and students will make a daily commitment to INSPIRE: **I** will **N**urture **S**uccess through **P**erseverance, **I**ntegrity, and **R**elationships **E**veryday.

The committee evaluated state test data, authentic assessment data, the State Compensatory Education Report, and Community Based Accountability to plan for the next school year. The examined data continues to show gaps in student achievement with our African American and low socio-economic subgroups, especially in mathematics. Our end of year 2nd grade TEMI data showed 23% of our students scored below the 25%ile. Running record reading data for our end of year reading levels for 1st grade shows that 89% of our students scored at or above average compared to last year's 84%. This is, however, is still an area of focus for the next school year. Our 2016 Spring STAAR data shows that our low socioeconomic and African American students continue to perform below expectations. However, we made improvement in 2015-16 by implementing a more rigorous style of higher level questioning on classwork, tests and homework.

For the 2016-2017 school year, faculty will increase student success in the classroom by focusing on students with various levels of academic achievement and ability. Teachers will be provided the opportunity for extended planning time with specialists to enhance the quality and rigor of instruction in the classroom. Teachers will continue to study the workshop model of instruction and fully integrate it into their classrooms. Research based instructional strategies will be implemented in all classrooms for the various subgroup populations, such as our low socio-economic and African American students as well as high achievers and the gifted and talented students. Our Student Intervention Team process will be more deliberate and explicit with expectations for interventions. Our administration will meet bi-weekly with the leadership and support team and quarterly with each grade level teacher to discuss each and every student's progress to ensure that all students' needs are being met adequately. Due to increased rigor in state assessments, staff members will continue to incorporate higher level thinking opportunities in daily lessons and questioning will challenge students to think at higher cognitive levels.

Faculty staff development will focus on developing growth mindsets in curriculum and instruction, designing intervention and questioning strategies to push students' thinking and problem solving, integration of relevant technology into the classroom, continued training in the implementation of the workshop model for literacy, math fluency and work stations, and increased implementation of Conscious Discipline and CHAMPS in classrooms campus wide. The Coaching Crew will support campus administrators in helping teachers develop goals for instruction and implement the new T-TESS evaluation model. The Social Emotional Leadership Team will work with all staff members to teach strategies for positive behavior support intervention. Yearlong analysis of data from leading indicators such as grades, attendance and discipline data, authentic assessments, benchmarking and universal screeners will promote dialogue among staff members and administration.

The developed plan for Pebble Creek Elementary will help us to build relationships, increase communication and involvement, and support teachers in their goal to provide the best quality of instruction for the learners in their classrooms. We are inspired to continue on our journey of success and narrow the gap between high and low achieving students across the campus.

<b>Goal 1</b>	<b>All students will successfully complete rigorous and relevant coursework that will prepare them for their future.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Ensure that all students have access to rigorous and engaging curriculum and technology that enable them to be risk takers and world thinkers.</li> <li>2. Develop strong foundations through differentiation and inclusive practices to meet the needs of all students.</li> </ol>
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<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Teachers will follow district curriculum and instructional practices in all content areas by establishing grade level goals for their students in technology, literacy, math, science, and social studies. We will:             <ol style="list-style-type: none"> <li>a. Integrate curriculum across content areas</li> <li>b. Design higher level instruction and questioning based on the TEKS</li> <li>c. Customize instruction to allow students to progress in their thinking at higher levels</li> </ol> </li> <li>2. Focus on student growth by tracking student progress through kid conferences, SIT meetings, and extended planning sessions. The leadership team will meet with teachers to design intervention plans to support students.</li> <li>3. Increase the amount of mathematics instructional time at all grade levels.</li> </ol>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
		Campus Admin. Campus Leadership Team  Teachers, Leadership Team, and Campus Administration	Local funds  Staff Time in extended planning  Staff Time in vertical team meetings  T-TESS goal setting format	Ongoing Aug.-May

<b>Evaluation</b>	Community-Based Accountability items (below) at the following <a href="#">link</a> : Walk Through Data Extended planning session agendas State Compensatory Education Report School Report Card from TEA
	<ul style="list-style-type: none"> <li>- Percentage of students reading at or above grade level at the end of 1st grade and end of 3<sup>rd</sup> grade</li> <li>- Percentage of 2nd grade students scoring average or above on the end of year Texas Early Math Inventory (TEMI)</li> <li>- Reduce achievement gaps between white students and African American, Hispanic, and economically disadvantaged students.</li> <li>-Class leveling sheet</li> <li>- Achievement and passing rates on state and local assessments</li> </ul>

<b>Goal 2</b>	<b>Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Students will be provided instruction based on their language needs using ESL instructional strategies.</li> <li>2. Students will engage in activities to promote higher level thinking skills and develop skills for real-world applications.</li> <li>3. Interventions for all students will be provided and documented prior to making a referral for special education testing.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
1. Project based learning/Genius Hour will be implemented weekly in each grade level	-GT Specialist	-Staff time -Local funds	-Sept-Nov. -Aug-May
2. Increase the amount of minutes in the general education setting for Special Education students through inclusion support.	-Special Education Staff	SCE funds-\$180,800 for salaries and instructional materials	-Aug-May
3. Teachers with 504 and special education students will provide accommodations based on their 504 plan or IEP.	-Campus Admin. and Support Staff		-Aug-May
4. Teachers will provide appropriate interventions for students according to the Response to Intervention Plan.	-Literacy and Math Specialists		
5. Provide additional training and support in instructional interventions and proper documentation of progress monitoring.			
6. Teachers with ESL students will incorporate the ELPS into their daily lessons.	-ESL Specialist		
7. Teachers will provide ongoing opportunities for enrichment using the Renzuli school-wide enrichment model.	-GT Specialist		
a. Choice boards and differentiated work stations will be implemented in all grade levels.		-Local funds	Aug-May
b. GT cadre teachers will meet monthly		Choice Board books	Aug-May
c. Math, literacy and GT specialists will provide access to resources for teachers to help them design rigorous activities for work stations.	-Technology Integration Specialist and team -Campus Admin.		September

<p>8. Teachers will integrate technology into daily instruction.</p> <ul style="list-style-type: none"> <li>a. Students will use the open computer lab and mobile laptop cart to complete projects, IXL Math, Clay Piggy, Brain Pop Jr., Happy Numbers, Raz Kids, Starfall More, Pebble Go, Destiny, Texas Target Practice, Think Through Math, etc...</li> <li>b. Teachers will use Smartboards, iPads, Air Servers, and Osmos on a regular basis.</li> <li>c. Develop a staff technology team who will provide ongoing technology staff development.</li> <li>d. Grade level teachers will partner with each other to establish class buddies across grade levels to mentor and model literacy and math skills.</li> </ul>		
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**Evaluation**

- Data gathered from benchmarks, TEMI, ESTAR, Fountas and Pinnell running records, TPRI
- Lesson Plans and Walk Through Data
- Calendar for open computer lab to document lab usage
- Number and variety of professional development opportunities for staff
- [Pebble Creek Elementary - Community Based Accountability](#)

<b>Goal 3</b>	<b>Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. The staff and families will work together to nurture the social and emotional needs of our students.</li> <li>2. Ensure that the Pebble Creek school environment is safe and conducive to learning.</li> <li>3. Build and nurture strong, positive staff relationships.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li>1. All staff members will receive Texas Positive Behavior Support Initiative training.</li> <li>2. Develop and encourage staff participation in pocket committees to enhance the climate and culture of the campus.</li> <li>3. Continue to develop and/or implement positive behavior interventions and supports (PBIS) such as Conscious Discipline, Foundations, CHAMPS, etc. in order to reduce the number of discipline referrals and to address the RTI needs of students.</li> <li>4. Build a strong foundation for social emotional learning.</li> <li>5. Increase number of positive student/teacher interactions through brags/celebrations at assembly, grade level recognition, and positive praise postcards.</li> <li>6. Grade level teams will design character development lessons in each grade level (ex. PAWS for Leadership in 4<sup>th</sup> grade)</li> <li>7. Enhance staff mentor program for at risk students.</li> </ol>	<p>Campus Admin CPI certified trainer</p> <p>Support staff</p> <p>Social Emotional Leadership Team Grade level team teachers</p>	<p>Staff Time Local funds</p>	<p>Aug-May</p>

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Safety and security processes are established</li> <li>- Discipline and referral data will be reflective of student population with no significant disproportionalities noted</li> <li>- Evidence of Conscious Discipline and CHAMPS implementation</li> <li>- Campus and District Administration walk through data</li> </ul>
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<b>Goal 4</b>	<b>Empower families and the community to be full partners in students' educational success.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for families to support their children in the learning process.</li> <li>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
1. Math Day and Literacy Cafés will take place to connect families to student academic progress.	Principal, Enrichment Specialist	Local funds	October and April
2. The Pebble Creek Website and Twitter will be enhanced in order to be a better resource for families. <ol style="list-style-type: none"> <li>a. Families will have access to online videos to gain a better understanding of instructional strategies that are being used in the classroom.</li> <li>b. Report Card 101 and a Parent Information Packet will be posted on the website.</li> <li>c. School-wide newsletters will be added to the website to update families on upcoming activities and important information.</li> </ol>	Math and Literacy Specialists Principal and Asst. Principal		Aug-May
3. Teachers will communicate with parents at least weekly through means such as class newsletter, Class Dojo, Twitter, Facebook, etc..	Classroom teachers		
4. The school website, School Messenger and district social media outlets will be used to actively communicate with families and community members.	Administration		
5. Students will have opportunity to participate in clubs to enrich their learning (Chinese Club, Math Club, Chess Club, Scrabble Club, Kindness Club, Student Council, and Mentor programs)			

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Usage statistics (CSISD Connect, Twitter, Facebook, HAC, Remind, Number of volunteers) show evidence of use</li> <li>- Number and variety of opportunities for community and family engagement and involvement in student success</li> <li>- Participation in the Parent Teacher Organization (PTO)</li> <li>- Parent Surveys</li> </ul>
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<b>Goal 5</b>	<b>Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide multiple means of progress monitoring while communicating student achievement to families throughout the year.</li> <li>2. Comply with all state and federal requirements.</li> <li>3.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li>1. Progress Monitoring               <ol style="list-style-type: none"> <li>a. RtI/SIT process</li> <li>b. Kid Conferences</li> <li>c. Running Records/TEMI</li> <li>d. Curriculum Based Measurements/Benchmarks</li> <li>e. Interventions/Tutoring</li> <li>f. Progress Reports/Report Cards</li> </ol> </li> <li>2. Communication with families               <ol style="list-style-type: none"> <li>a. Phone Communication-every family will have a positive phone conversation or face to face contact with the teacher in the first two weeks of the school year.</li> <li>b. Home visits</li> <li>c. Class Websites/Newsletters</li> <li>d. Technological Communication (Twitter, Blogs, Remind 101, Class Dojo, Facebook, etc.)</li> <li>e. Literacy Café</li> <li>f. Math Day</li> <li>g. Enrichment days/Genius Hour</li> </ol> </li> </ol>	Principal Asst. Principal Counselor	eRtI Eduphoria Campus student data spreadsheet	Aug-May
	Principal Asst. Principal Counselor  Counselor Campus Staff	Contact log Conference documentation form	Aug-May
	Literacy specialists		April-May

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Community-based assessment results: <a href="#">link</a> here</li> <li>- State and federal accountability system results</li> <li>- State and local assessment results</li> </ul>
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**Pebble Creek Elementary  
Professional Development  
Plan  
2016-2017**

All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 in-service days during the school year for all instructional staff members. Pebble Creek staff members will be encouraged to attend summer workshops and be provided opportunities to attend off site conferences. All Pebble Creek Elementary staff members will be PBSI trained and receive their 6 hour GT update annually. Each month, Chalk Talk meetings and Faculty Meetings will be held for staff development. Based on our data, campus needs, and campus improvement plan, the following professional development sessions will be offered for staff at Pebble Creek Elementary to meet the needs of our students.

**August:** Review the mission of PC and INSPIRE, T-TESS training, Goal setting, Coaching, Team Building, Instructional Design and Planning, CHAMPS, Response to Intervention training/SIT procedures, Emergency Operations planning, Mindset book study, Genius Hour review, CSISD - You Matter Conference

**September:** Technology, T-TESS, Mindset book study, Team Building activity, Social Emotional Leadership Team (SELT) will discuss CHAMPS at Pebble Creek

**October:** Team Building activity, Technology, Mindset book study, T-TESS training

**November:** Mindset book study, Coaching, T-TESS, Team Building activity

**December:** Chalk Talk groups will be formed based on staff choice of topics (PLC's), SELT- Conscious Discipline, Team Building activity

**January:** Team Building activity, T-TESS/Coaching, PLC's, SELT – CHAMPS

**February:** Team Building activity, T-TESS/Coaching, PLC's, SELT

**March:** Team Building activity, STAAR Assessment training, PLC's, T-TESS/Coaching

**April:** Team Building activity, Campus Improvement Planning, STAAR Assessment training, PLC's

**May:** Teambuilding, Campus Improvement Planning, Reflection and goal setting

Staff will participate in a campus wide book study of Mindset (Dweck) in the fall semester. Teachers will have a choice of professional learning community (PLC) study groups in the spring semester. Staff members will be asked to write professional development goals and based on this input, Professional Learning Community (PLC) groups will be formed based on faculty need, interest, and choice.

**Staff development will take place on district professional development days, monthly Chalk Talks and Faculty meetings.**