

College Station Independent School District

Annual Campus Improvement Plan for
Pebble Creek Elementary
2020-2021



Board Approval Date:

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

Board Commitments

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

Goals

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

Table of Contents

Executive Comprehensive Needs Assessment Summary	3
Data used for Comprehensive Needs Assessment.....	7
Goals.....	8
Goal 1, Objectives and Activity Statements - Recruit, develop, and retain qualified and dedicated teachers and staff.....	9
Goal 2, Objectives and Activity Statements - Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.....	12
Goal 3, Objectives and Activity Statements - Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.....	19
Goal 4, Objectives and Activity Statements - Create classroom and campus cultures that involve each family.....	23
Goal 5, Objectives and Activity Statements - We will fully utilize resources to meet the needs of all students.....	24
District Professional Development Plan.....	25
Appendix A: Federal and State Requirements.....	26
Appendix B: District Educational Improvement Council Members 2019-2020.....	30

District Improvement Plan Acronyms & Definitions Sheet

Executive Comprehensive Needs Assessment Summary

<p>Areas Examined</p>	<p>Summary of Strengths (What Strengths were identified?)</p>	<p>Summary of Needs (What needs were identified?)</p>	<p>Priorities (What are the priorities for the campus?)</p>
<p>Demographics</p>	<p>Pebble Creek has approximately 470 students enrolled for the 2020-2021 school year. Just over 120 of our students started the year as virtual learners.</p> <p>Pebble Creek Elementary has approximately 30% of the student body identified as needing gifted/enrichment instruction.</p> <p>Students in special education participate in a more inclusive classroom experience.</p> <p>The students in our special education program to help with significant behavioral needs continue to show success.</p>	<p>Serving students in both virtual and on-site models is a challenge we are facing this school year, in addition to added COVID requirements for on-site staff and students.</p> <p>With a large percentage of our population being identified as needing enrichment, we need to continue providing opportunities for our high achievers.</p> <p>Our students participating in special education academic programs will continue to have meaningful learning time in general education with appropriate support.</p> <p>Students served through the Adaptive Behavior Program will increase their level of academic accountability in the general education setting.</p>	<p>Provide academic and technological support and training for teachers and families experiencing virtual learning.</p> <p>Provide training and materials to adhere to the COVID health requirements/best practices that will help keep our community healthy.</p> <p>Provide specific training on how we can best support students through differentiated instruction.</p>
<p>Student Achievement</p>	<p>COVID closure resulted in our school not having STAAR data. Looking back at the 17-18 and 18-19 school years, our trend shows Pebble Creek students performing at an overall rate that is higher than state averages.</p> <p>Although exceeding state averages, our students have not always met the growth expectation from one grade level to the next.</p>	<p>The area of writing has repeatedly been one of our lowest performance scores on STAAR. Some student subgroups have shown a lower passing rate on STAAR.</p>	<p>Focus on implementation of the next stages in our curriculum.</p> <p>Provide training and modeling of differentiation, emphasizing the importance of providing high level learning to students at the mastery level.</p> <p>Provide training on supports for students in special education and those from diverse</p>

	<p>We will use MAP data to determine effects of spring school closure and virtual learning impact then make adjustments as needed to provide interventions and fill gaps.</p>		<p>backgrounds.</p> <p>Provide targeted intervention for students who are not progressing.</p> <p>Implement use of MAP for tracking student progress throughout the year. Use the data to determine next steps for students, ensuring all are meeting their potential.</p>
<p>Curriculum and Instruction</p>	<p>Our students are held to high standards and expected to be their very best. We consider each child as an individual, monitor their progress and provide instruction and supports to help them meet their full potential.</p> <p>Our teachers follow the district Scope and Sequence, utilize curricular documents when planning instruction and implement the use of approved and aligned resources provided by the district and our campus.</p> <p>All of our students participate in small guided instructional groups within their classrooms across content areas. The groups and content covered is based on data such as classroom assessments, quick checks and MAP.</p>	<p>Teachers continue to have difficulty reaching our learners at the highest levels. We are training all instructional staff in Depth and Complexity this school year which will help.</p> <p>The curricular documents have new components added. Although helpful, they are new and take time for teachers to gain familiarity with them.</p> <p>Providing individualized support and small group instruction that is meaningful and available to all students on a virtual platform.</p>	<p>Participate in the elementary Depth and Complexity training with all instructional staff.</p> <p>Provide time and support for teachers to plan using the curricular documents.</p> <p>Implement district curriculum according to district expectations/timeline.</p> <p>Provide support for our virtual teachers in taking the curricular documents and implementing online, in a way that can address the individual needs of our learners.</p>
<p>Culture and Climate</p>	<p>We have many avenues through which we support the social and emotional needs of students (e.g. PBIS, counseling lessons, character development via morning meetings) and staff (e.g. mentors, staff recognition, staff check-ins, etc.).</p> <p>Specific elements of conscious discipline and restorative practices are incorporated into</p>	<p>Careful planning and collaboration with staff members in supporting the social and emotional development of students will allow us to support students more systematically.</p> <p>On-going training and work time to brainstorm and prepare morning meeting activities and other social</p>	<p>Develop a plan for social and emotional skills and work together to teach and practice the skills in multiple campus environments such as virtual morning assembly, morning meetings, etc.</p> <p>Continue to implement PBIS components and Restorative Practices.</p>

	<p>every classroom, and CHAMPS is used in common areas of the school.</p>	<p>emotional activities within the classrooms.</p>	<p>Provide trauma-informed training to staff and weekly counselor lessons that address content areas as identified by the elementary counselor group.</p> <p>Provide opportunities to address staff social and emotional needs through increased opportunities for colleagues to work together and share, check-ins from support staff.</p>
<p>Staff Quality and Retention</p>	<p>The Pebble Creek staff has 13% of teachers with 2 to 4 years of experience. The remainder of teachers have 5 or more years of experience. Over 50% of the staff have greater than 10 years of experience and about 25% have 20 years or more. Many of our staff have advanced degrees with more choosing to pursue that each year.</p> <p>The staff work well together and are a happy, pleasant group. Our staff retention rate is very high.</p>	<p>The staff have done an incredible job with the adjustments that had to be made to in-person instruction and professional development. Staff have also embraced the need for more virtual professional development.</p> <p>Those who are providing virtual instruction to our online learners have met the challenge with positive attitudes and the intent of doing the best job possible for their students and families.</p>	<p>Mentor teachers are assigned to teachers with two years or fewer experience.</p> <p>Existing staff are identified to serve as a “helpful friend” for staff who are new to the campus.</p> <p>Results Coaching implemented at the campus.</p> <p>Instructional Coach and CTF provide extra support to the students, families and teachers participating in the virtual model.</p>
<p>Technology</p>	<p>Teachers and students use a variety of technologies in order to access curriculum and support learning. A review of our technology subscriptions shows that we are allocating funds to programs that have many users.</p> <p>Teachers can sign up for a time to use our open computer lab with enough desktop computers for a whole class to use at one time.</p> <p>Our school uses donated funds to add more technology/devices annually. The district helps supplement technology needs of the</p>	<p>The students need more access to technology as our expectation to integrate it into the classroom continues to increase.</p> <p>All classrooms have two desktop computers for student use as well as three to four ipads.</p>	<p>Once our technology orders make it to the school, we will have the following:</p> <p>One ipad cart and one laptop cart for fourth grade.</p> <p>One ipad cart and one laptop cart for third grade.</p> <p>One ipad cart for grades second, first and kindergarten.</p> <p>We have an additional laptop cart with approximately 15 devices in the library for check-out when needed.</p>

	<p>campus as well.</p>		<p>Provide teachers with time to practice using and preparing technological activities for their classrooms.</p> <p>Admin and support staff model the use of various technology/programs during professional development and through weekly use (i.e. Schoology, Nearpod).</p> <p>Pebble Creek has multiple people serving as CTF's at the campus this year to support the virtual needs of staff and students.</p>
<p>Family/Community Involvement</p>	<p>School events are historically well-attended by Pebble Creek families. We like to have events throughout the year so parents have opportunities to come to school during the day and in the evenings.</p> <p>This year we are unable to have our family events due to COVID restrictions. Our PTO is working through ideas with administration to provide family connection opportunities in a different way.</p>	<p>Pebble Creek is working to provide different ways to help families stay connected to the school. We are also trying to keep our virtual students and their families connected to us.</p>	<p>Send virtual families a schedule to have their children recorded and help with pledges and such just as students in person do each week.</p> <p>Send virtual families a digital form to shout-out great behavior/PAWS they see their children exhibit.</p> <p>Send weekly communication to parents via principal update of events and what's happening in the school (photos of new murals, technology purchased, kids learning, etc.).</p> <p>Continue working with PTO and staff to come up with ways to engage our families under COVID health requirements.</p>

Data Used for Campus Comprehensive Needs Assessment

- STAAR
- District Benchmark Assessments
- PBMAS Report
- Failure Rates
- Community and Business Partner Input
- Technology Input from Stakeholders
- Attendance
- Accountability Report
- Special Education
- MAP Data
- TAPR
- Administrator Input
- CSISD Learner Profile
- Educator Evaluations
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- TELPAS
- Counselor Input on Mental Health
- GT Identification
- Demographics
- New Teacher Survey
- Early Head Start, Head Start, and PreKindergarten
- Professional Development
- Curriculum Documents
- Teacher Retention
- Rtl
- Restorative Practices/PBIS Initiatives Feedback

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective 1				Develop teachers' capacity to provide differentiated instruction to meet the needs of individual learners.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue staff development on inclusive strategies for students needing Tier II and Tier III academic interventions (i.e. guided reading, small group instruction, AVMR)	Instructional Coach, Reading Interventionist, Math Interventionist	Hybrid face-to-face and online via Schoology	Aug., Oct. 2020 Jan., March 2021	Teaching staff	MAP Growth Observations and Classroom Walkthroughs Schoology Analytics				
Continue staff development on inclusive strategies for students needing Tier II and Tier III behavioral interventions (i.e. setting clearly defined limits/expectations, giving choices)	Administration, Instructional Coach, SPED Teacher	Hybrid face-to-face and online via Schoology	Sept., Nov. 2020	Teaching staff	Disciplinary Records Observations and Classroom Walkthroughs Schoology Analytics				
Continue staff development on goal setting, progress monitoring and data collection for students in Data Chats, Tier II and Tier III.	Administration, Counselor, Instructional Coach, Reading Interventionist, Math Interventionist	Hybrid face-to-face and online via Schoology	Nov. 2020, Feb., April 2021	Teaching staff	Data Chats Monitoring Forms Tier II and Tier III Student Data eRtI Portal Schoology Analytics				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 1				Recruit, develop, and retain qualified and dedicated staff.					
Objective: 2				Provide professional development that is responsive to individual needs of stakeholders					
Summative Evaluation (to be filled in by June 2020 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide PD specific to virtual teacher and student needs	Administration, Instructional Coach	Weekly check-ins	Aug. 2020-May 2021	Virtual teachers	Observations and Digital Classroom Walkthroughs Teacher Feedback				
Provide PD specific to COVID health requirements for increased staff and study safety	Administration, Instructional Coach	Direct PD and meetings with teams	Aug. 2020	All staff	Observations and School Walkthroughs				
		Monthly check-ins with team leaders	Sept. 2020-May 2021		Teacher Feedback				
Provide mentor support for all first- and second- year teachers on the campus.	Administration, Mentor teachers	Lead 4ward mentor document Training of mentor and administration	Aug. 2020-May 2021	First- and second- year teachers	Completion of required hours				
Build capacity in all staff through Results Coaching conducted by Instructional Coach	Administration, Instructional Coach	Time Results Coaching Training	1 session per quarter; Sept., Nov., Feb., April	Teaching staff	Participation rate Staff feedback T-TESS				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 1				Follow the district's curriculum for math, language arts, social studies, and science, and implement new components.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
CSISD Learner Profile and how our campus is meeting those needs	Administration, Grade Level Leaders	Hybrid face-to-face and online via Schoology	Oct. 2020, Feb. 2021	Teaching staff	Schoology/ Nearpod Analytics and Discussion Board				
Weekly planning meetings will focus on transfer goals, enduring understandings and essential questions	Administration, Instructional Coach, Grade Level Teams	Curr. Docs Time	Aug. 2020-May 2021	Teaching staff	Lesson plans from each teacher				
Train teachers on the Inquiry-Based Science instructional model	Administration, Campus Science Liaison, Grade Level Science Teams	Training Time	Oct. 2020, Jan. 2021	Science teachers	Lessons designed using the approach				

Use writing samples from all grade levels to calibrate writing expectations campus-wide	Administration, Instructional Coach, Grade Level Teams	Samples Training Time New ELA Textbook materials	Nov. 2020, March 2021	ELA Teachers	Student Samples Vertical planning time				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 2				Use a variety of data to ensure strong Multi-Tier instruction					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continued support in how to administer MAP Growth and access data reports	Administration, Reading Interventionist, Math Interventionist	30-45 minute PD sessions Provide support to virtual teachers and families/students	Aug., Nov. 2020, Feb. 2021	Teaching staff	Sign-in sheets or Schoology analytics				
Administer MAP Growth three times per year (beginning, middle and end)	Administration, Reading Interventionist, Math Interventionist, Teachers	Class administration schedule	Sept, Dec., 2020, March 2021	Teaching staff	MAP Growth reports				
Analyze student data to determine next steps to ensure continued growth for all students	Administration, Reading Interventionist, Math Interventionist, Teachers, Instructional Coach	Monthly content meetings	Oct. 2020, Feb., April 2021	Teaching staff	MAP Growth reports AVMR				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 2				Provide a challenging, relevant, engaging and aligned curriculum.					
Objective: 3				Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Continue training on the use of Nearpod	Campus Technology Facilitator, Instructional Coach	Hybrid face-to-face and online via Schoology	5x per year Aug., Oct., Dec. 2020, Jan., March 2021	Teaching Staff	Nearpod Usage Report Schoology analytics				
Provide training on the use of Schoology in the classroom and for virtual and at-home learning	Administration, Campus Technology Facilitators	Hybrid face-to-face and online via Schoology	5x/year Aug., Sept., Nov. 2020, Feb., April 2021	Teaching Staff	Schoology analytics				
Provide teachers with more blended learning resources for teaching and learning	Administration, Campus Technology Facilitators	Schoology, Nearpod, Google Suite Applications, other digital learning resources authorized by CSISD for student/teacher use, Curriculum documents.	Aug. 2020-May 2021	Teaching Staff	Lesson plans; Walkthroughs; T-TESS evaluations, usage reports from digital resources				

Create and implement digital formative and summative assessments	Administration, Campus Technology Facilitators	Schoology- Assignments, assignments, and discussions, Schoology AMP, Nearpod, other digital learning resources authorized by CSISD for student/teacher use.	Aug. 2020-May 2021	Teaching Staff	Schoology test banks, Schoology assessment usage reports, Nearpod assessment reports				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 3				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 1				Expand learning options for faculty and staff.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Provide staff development on planning for high achievers through Depth and Complexity	Enrichment Specialist, Instructional Coach, Administration	Hybrid face-to-face and online via Schoology	Sept., Oct., Nov., Dec. 2020,	All students	Sign-in sheets, Schoology and/or submissions/ reports				
Provide Trauma Informed Training	Administration, Counselor	Time	Aug., Sept., Oct., Nov., Dec. 2020, Jan. 2021	Student subgroups, including African American, Hispanic, Eco Dis, SPED	Schoology Analytics				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 2				Develop a system of supports for students' social-emotional needs.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Implement PBIS through various learned strategies (i.e. Conscious Discipline, Restorative Practices, Safe & Civil Schools)	Administration, Campus based PBIS Team	Time	Aug. 2020-May 2021	All students	Greetings, Safe Place, CHAMPs, 2-minute Connect, Get to Know You Circles, Treatment Agreement, Pulse Meter, PAWS				
Meet once a month to problem-solve issues as identified by observations, conversations and staff surveys.	Administration, Campus based PBIS Team	Monthly after school meetings	Aug. 2020-May 2021	All students	Meeting agendas				
Provide small group instruction to respond to specific student needs	Counselor	Time to meet with students during the school day	Aug. 2020-May 2021	At-risk students and those showing behavioral or emotional concerns	Counselor session calendar				
Continue nine-weeks PAWS recognitions and weekly "shout-outs" for students and staff	Administration, PBIS Team	Time	Sept. 2020-Aug. 2021	All staff	Quarterly ceremonies, number of students and staff recognized				

Integrate Health TEKS into PE, Counselor, and Science instruction	Administration, Counselor, PE Coach, Campus Science Liaison	Class Time Curriculum	Sept. 2020-May 2021	All students	Lesson Plans				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 3:				Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.					
Objective: 3				Improve outcomes for students receiving special education services.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Increase inclusionary practices for students in special education at all grade levels as appropriate	Special education teachers, Instructional Coach, Reading Interventionist, Math Interventionist	Time IEP Paperwork	Aug. 2020-May 2021	Students in SPED	SPED service providers' schedules, progress data				
General Education and Special Education teachers plan together to support students	Teachers serving students in SPED, instructional coach	Time Curriculum IEP Paperwork	Aug. 2020-May 2021	Students in SPED	Service providers' schedules				
Train teachers in accommodation and modification strategies that may help students in special education be more successful	Special education teachers, Instructional Coach, Reading Interventionist, Math Interventionist	Online training components 3 times per year	Sept. 2020, Jan., March 2021	Students in SPED	Schoology and/or EduHero analytics				
Encourage teachers to nominate under-served populations for the G/T program	Enrichment Specialist	G/T Training	Before Jan 2021	All students	Nominations that are more inclusive				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal 4				Create classroom and campus cultures that involve each family.					
Objective 1				Accommodate families as they visit campus to make a welcoming environment.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Host Virtual orientation and “Curbside” Meet the Teacher before school begins	All Staff	Time	Aug. 2020	All Students	Attendance of events				
If allowable based on COVID guidelines, provide family nights once per semester (Fall - STEM focus, Spring - Literacy focus)	Administration, Specific Planning Committees	Mobile Ed Staff committee members’ time PTO	Fall 2020 and Spring 2021	All students	Attendance of events				
If allowable based on COVID guidelines, provide daytime family activities (Math Day, Candy Cane Fun Run, Veteran’s Day, Sing-a-long, etc.)	Administration, Specific Planning Committees	Staff committee members’ time PTO	Sept. 2020-May 2021	All students	RSVP forms, Attendance of events				
If allowable based on COVID guidelines, provide weekend family activity once per year (School Carnival)	Administration, PTO	PTO planning and support/ needs for event met	Spring 2020	All students	Ticket sales, attendance of event				

<p>Provide parent volunteer opportunities (PTO, daddy patrol morning duty)</p> <p>If allowable based on COVID guidelines we will include Watch DOGS, Junior Great Books, library shelving, etc.</p>	Administration, counselor, PTO committees	PTO planning and support, scheduling	Aug. 2020-May 2021	All students	Volunteer sign-ups or calendars				
<p>Provide resources to help families with academics, social/emotional needs and more via Schoology</p>	Administration, counselor, reading interventionist, math interventionist, instructional coach	Quarterly Planning Meeting	Sept., Nov. 2020, Jan. March 2021	All students	Schoology analytics reports				
<p>Use various communication tools to inform the school community about PC Newsletter, both at a student and campus level</p>	All Staff	Schoology School Website Messenger	Aug. 2020-May 2021	All Students	Parent feedback, Schoology analytics, messenger data reports				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue

Goal 5:				Commit to the responsible use of taxpayer resources.					
Objective 1				Utilize district resources to meet instructional needs.					
Summative Evaluation (to be filled in by June 2021 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct.	Feb.	May	
Utilize Nearpod at least once per week (interactive student voice, virtual reality, etc.)	Administration, instructional coach, classroom teachers	Planning time to create Nearpod activities	Sept. 2020-May 2021	All students	Nearpod usage reports, classroom walkthroughs				
Utilize MAP Growth at least three times per year to monitor student growth (beginning, middle and end of year)	Administration, instructional coach, math interventionist, reading interventionist, classroom teachers	Scheduled opportunities to take students to utilize MAP Growth	Sept. 2020-May 2021	All students	MAP Growth usage report, student data				
Expand parent and student use of Schoology through weekly posts/updates and daily student interaction (i.e. newsletters, classroom updates, content area activities, picture sharing, upcoming events, homework, etc.)	Administration, classroom teachers	Time Training support	Aug. 2020-May 2021	All students	Schoology analytics report Virtual walkthroughs				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

Pebble Creek Professional Development Plan 2020-2021

Professional development to address individual needs:

- EduHero
- Schoology
- NearPod
- Monthly Content Area Meetings
- Academic strategies
- SPED strategies
- Behavior strategies
- Curriculum Training
- Enrichment strategies
- At-risk/Trauma strategies
- Technology Integration Training
- Add+Vantage Math Recovery for K-6 math teachers
- Assessment for Learning
- SEL Training for all campus staff
- In-Class Support Training
- Mandated Trainings
- PLC's
- Running Records Training
- De-escalation Strategies
- Restorative Practices
- MAP Growth
- Using Data for Instructional Planning
- RtI Goal setting, progress monitoring and data collection

[Copy of Pebble Creek Elementary PD Plan](#)

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to develop and refine a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.
Revise the CSISD Community-Based Accountability System to align with data and community feedback	TPAC Support; Local Data Sources	Executive Director for Special Services and Accountability	CBAS document and evaluation tools complete and communicated to public.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year.	Online training through Hoonuit	Campus Administrators, Director of Human Resources	Training records in Hoonuit
All CSISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CISD Board an annual report of their activities for the year	N/A	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	N/A	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness,	Counselors, Campus administrators, Hoonuit, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

detection and prevention.			
---------------------------	--	--	--

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets, Hoonuit	Director for Human Resources	Training sign in sheets, Training Agendas

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations.	Mizuni Software and Eduphoria Aware	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

