College Station ISD

Pebble Creek Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: B

Mission Statement

All of our students will obtain the academic, social and emotional skills needed to succeed today and in the future.

Vision

The staff of Pebble Creek Elementary School will work in collaboration with students, colleagues and families to ensure all students achieve at high levels in a nurturing learner-centered environment that encourages exploration, creation, problem solving and success.

Collective Commitments

In order to achieve the shared mission and vision of our school, Pebble Creek Elementary staff have made the following commitments:

1. We will foster independence and accountability through student goal-setting and access to learning so all children achieve academic and social growth each school year.
2. We will make connections with students, both academically and personally, to help them see their strengths and value as individuals within the school community.
3. We will provide engaging and relevant learning opportunities, incorporating student choice and voice in a safe, loving and positive learning environment.
4. We will encourage students to be dedicated creative thinkers who ask questions and are committed to finding solutions for real world problems.
5. We will evaluate, plan, assess, review and adjust our instructional practices to ensure a high level of student learning.
6. We will use collaboration and teamwork to develop and maintain positive relationships within our school community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pebble Creek Elementary is a diverse campus, serving over 600 students. Student demographics are 70% White, 4% Hispanic, 14% African American, 10% Asian, 3% Two or More races, and 1% Native American. The economically disadvantaged population accounts for 31% of our students. Less than 3.5% of our students are classified as English Language Learners. Additionally, 20% of our students are served in Special Education and almost 7% are served through Gifted and Talented. Pebble Creek Elementary has the Adaptive Behavior, CASL, Pre-k and Head Start district special programs at the campus.

School Population (2023 - 2024 Summer PEIMS file loaded 08/20/2024)	Count	Percent
Student Total	**639**	**100%**
Pre-Kindergarten Grade	35	5.48%
Kindergarten Grade	123	19.25%
1st Grade	128	20.03%
2nd Grade	128	20.03%
3rd Grade	102	15.96%
4th Grade	123	19.25%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 08/20/2024)	Count	Percent
Gender		
Female	320	50.08%
Male	319	49.92%
Ethnicity		
Hispanic-Latino	29	4.54%
Race		
American Indian - Alaskan Native	2	0.31%
Asian	62	9.70%
Black - African American	99	15.49%
Native Hawaiian - Pacific Islander	1	0.16%
White	430	67.29%
Two-or-More	16	2.50%

Special Education Services (2023 - 2024 Summer PEIMS file loaded 08/20/2024)	Count	Percent
Instructional Settings		
Speech Therapy	78	12.19%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	95	14.84%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	14	2.19%
Full-Time Early Childhood	0	0.00%
Mainstream	16	2.50%

Student Programs (2023 - 2024 Summer PEIMS file loaded 08/20/2024)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	46	7.20%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	1	0.16%
Section 504	40	6.26%
Special Education (SPED)	139	21.75%
Bilingual/ESL		
Emergent Bilingual (EB)	39	6.10%
Standard or Alternative Bilingual/ESL	39	6.10%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	56	8.76%
Dyslexia Risk Code	251	39.28%
Dyslexia Services Code	56	8.76%
Title 1 Part A		
Schoolwide Program	3	0.47%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	4	0.63%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Summer PEIMS file loaded 08/20/2024)	Count	Percent
Foster Care	2	0.31%
IGC Reviewed	0	0.00%
Intervention Indicator	16	2.50%
Migrant	0	0.00%
Military Connected	7	1.10%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	213	33.33%
Free Meals	192	30.05%
Reduced-Price Meals	21	3.29%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	11	1.72%
Shelter	0	0.00%
Doubled Up	6	0.94%
Unsheltered	2	0.31%
Hotel/Motel	3	0.47%
Shelter	0	0.00%
Not Unaccompanied Youth	11	1.72%
Unaccompanied Youth	0	0.00%

Over the last 3 years, the enrollment of Pebble Creek has grown significantly. We have an increase in our student population by over 100 students. We have also had a significant increase in students who qualify for support in Special Education. In the last two years, the number of students with an IEP has doubled.

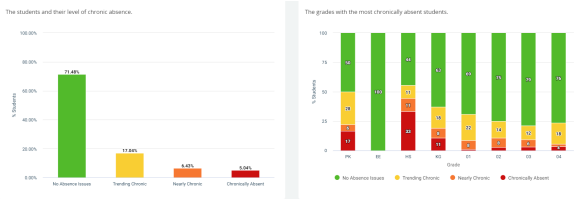
	17-18	Rezone 18-19	COVID 19-20	COVID 20-21	21-22	22-23	23-24	24-25
Total Students	418	431	465	470	527	578	599	*626*
Hispanic	6.70%	9.28%	12.69%	11.28%	7.40%	6.57%	4.28%	*5.11%*
Asian	6.94%	6.96%	6.67%	8.72%	7.59%	9.86%	9.39%	*11%*
AA	5.98%	7.60%	6.02%	9.15%	10.63%	12.46%	13.84%	*14.21%*
White	76.32%	74.48%	72.04%	67.45%	71.92%	68.69%	69.36%	*66.30%*
EB	2.15%	1.62%	1.94%	5.53%	5.12%	5.88%	5.93%	*4.2*
GT	13%	13.92%	10.32%	5.74%	4.74%	6.40%	6.75%	*6.23%%*
Sped	9%	9.98%	9.46%	10%	10.25%	11.07%	17.63%	*19.80%*
Eco Dis	16%	6.71%	20.65%	24.89%	27.32%	30.28%	32.80%	*33%*

Attendance

Over the last 3 years, Pebble Creek has seen a slight increase in their average daily attendance. We have grown from 94.7% in 21-22 to 95.8% in 23-24. Prior to COVID, the attendance rate was at 98.3%.

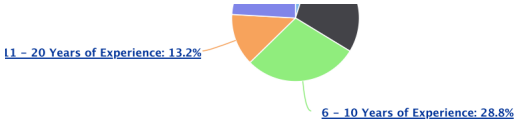
	PIA - Cumulative		
	2021-2022	2022-2023	2023-2024
All Students	**94.7%**	**95.5%**	**95.8%**
Ethnicity			
Hispanic/Latino	93.7%	95.2%	94.5%
American Indian or Alaska Native	94.9%	95.6%	99.7%
Asian	95.0%	97.0%	96.3%
Black or African American	92.0%	94.5%	94.4%
Native Hawaiian or Other Pacific Islander	-	91.9%	94.8%
White	95.2%	95.6%	96.0%
Two or More Races	92.2%	93.8%	96.3%
Gender			
Male	94.8%	95.5%	95.6%
Female	94.7%	95.5%	96.0%
Grade			
Early Education	-	-	-
Pre-Kindergarten	91.9%	94.0%	93.5%
Kindergarten	94.4%	95.4%	94.8%
1st	94.6%	95.0%	95.5%
2nd	95.0%	95.4%	96.5%
3rd	94.6%	96.0%	96.3%
4th	95.5%	96.1%	96.2%

At Pebble Creek, we have a 5% chronic absenteeism rate and then 71% of our students without attendance issues. 6% of our students are at the nearly chronic absenteeism rate and then 17% of our students are trending towards a chronic issue.



For the 23-24 school year, Pebble Creek lost 4 teachers and1 para-professional. The majority of our staff have over 6 years of experience in education.

Teacher FTE Percentage by Years of Experience for 2023 - 2024



Demographics Strengths

- The average student attendance rate is increasing.
- Over 60% of the staff have 6+ years of teaching experience.
- Many families move into our area to attend Pebble Creek Elementary. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.

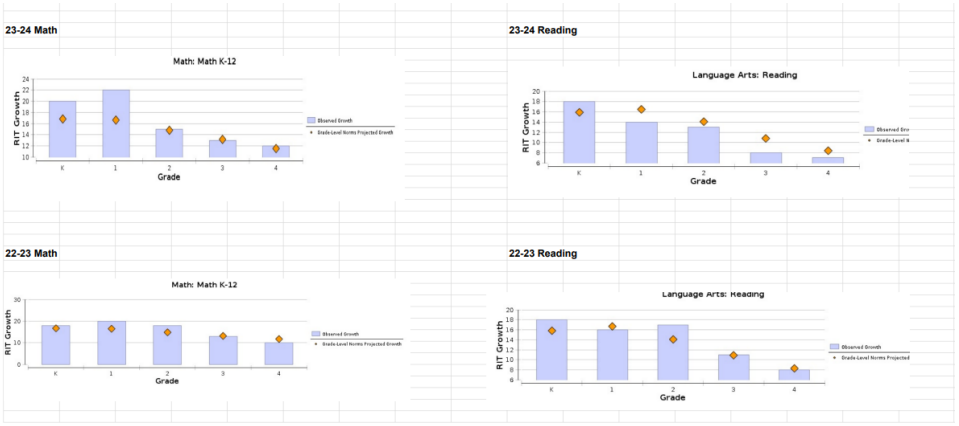
Problem Statements Identifying Demographics Needs

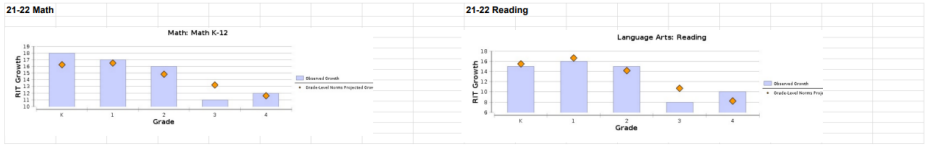
Problem Statement 1: The student attendance rate for the 2023-2024 school year was 95.8%, down from the pre-COVID average rate of 98.3%. **Root Cause:** Chronic absenteeism is particularly noticeable in the lower elementary grades (PK-K), with a 17% chronic absenteeism rate across all grade levels. There is a need to explore strategies to communicate with and engage parents about the importance of regular attendance, especially in PK-K.

Student Learning

Student Learning Summary

Both Math and Reading show stronger growth in the lower grades (K-1), especially in the 2023-2024 academic year. However, there is a noticeable drop in growth in the upper grades (2nd-4th), where the observed growth falls below the projected norms, particularly in the most recent year.





When looking historically at our STAAR scores, our students who score masters in 3rd grade, continue to score masters in 4th grade. Our reading scores have shown an increase over the years, while our math scores have shown a decrease. Reading scores, particularly in the 4th grade, show a strong upward trend, with more students reaching higher performance levels. While reading scores are improving, math performance has shown variability, especially in 3rd grade. There are years where a significant percentage of students did not meet the expected standards, indicating a need for targeted interventions in math. For the 23-24 school year in reading, A significant proportion of students achieved "Approaches" or above, with a 25% decrease in students not meeting standards compared to the 22-23 school year.

		Math							Reading						
Administration	Tested Grade	Tests Taken	Average Scale Score	Did Not Meet	%	Approaches	Meets	Masters	Tests Taken	Average Scale Score	Did Not Meet	%	Approaches	Meets	Masters
Spring 2021	3	73	1499	13	26%	17	25	18	73	1521	7	9%	19	17	30
Spring 2022	3	100	1485	15	15%	33	26	26	100	1530	7	7%	26	23	44
Spring 2023	3	116	1497	21	18%	37	24	34	116	1504	16	13%	28	37	35
Spring 2024	3	99	1487	29	29%	24	20	26	99	1487	25	25%	23	23	28
Spring 2021	4	94	1621	19	20%	19	17	39	92	1566	18	19%	20	21	33
Spring 2022	4	89	1632	22	24%	13	13	41	90	1581	14	15%	23	21	32
Spring 2023	4	103	1595	28	27%	20	22	33	103	1578	12	11%	32	25	34
Spring 2024	4	119	1632	29	24%	22	26	42	118	1603	11	9%	30	35	42

All schools in Texas must be rated according to standards set in 3 state accountability domains and an overall rating. For the 2023-2024 school year, Pebble Creek Elementary received a rating of B. Pebble Creek has consistently scored a B rating for the last 4 years.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(021901107) - Pebble Creek EL							
Student Achievement	86						
School Progress, Part A	80	80	86	70%	60.2	86	B
School Progress, Part B	75						
Closing the Gaps	86			30%	25.8		

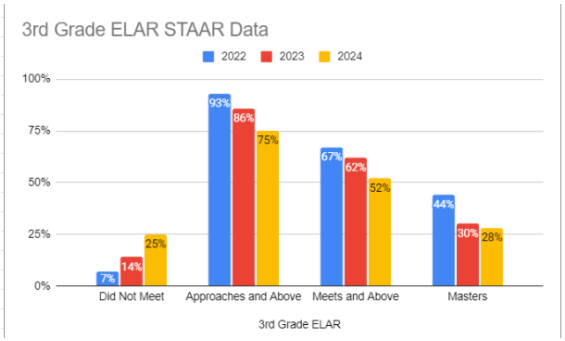
	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Overall Rating	Met Standard	B-87	No Rating	No Rating	B-88	B-80***	B-86
Student Achievement	92	92		58	90	86	86
School Progress - A	72	70		58	77	74	80
School Progress - B	81	81			72	60	75
Closing Gaps	78	76		75	82	66	86
Distinctions	Math & Reading	Reading			Math		

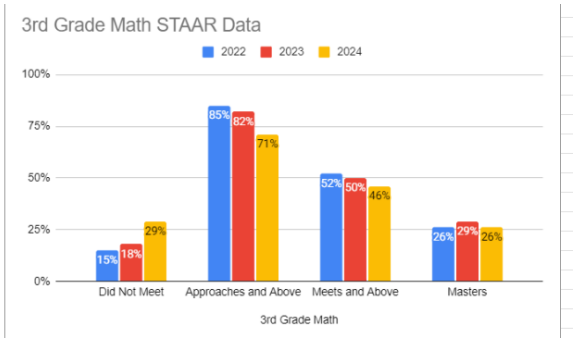
3rd Grade STAAR scores from the last 3 years

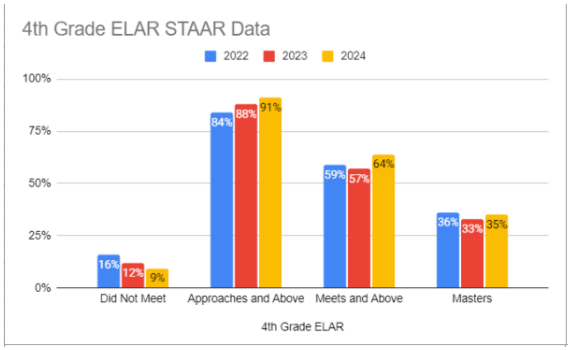
				Math										Reading									
Administration	Tested Grade	Student Group	Test Taken	Average Scale	Did Not Meet	%	Approach & Above	%	Meets & Above	%	Masters	%	Test Taken	Average Scale	Did Not Meet	%	Approach & Above	%	Meets & Above	%	Masters	%
Spring 2021	3	All Students	73	1499	13	18	60	82	43	59	18	25	73	1521	7	10	66	90	47	64	30	41
Spring 2022	3	All Students	100	1485	15	15	85	85	52	52	26	26	100	1530	7	7	93	93	67	67	44	44
Spring 2023	3	All Students	116	1497	21	18	95	82	58	50	34	29	116	1504	16	14	100	86	72	62	35	30
Spring 2024	3	All Students	99	1487	29	29	70	71	46	46	26	26	99	1487	25	25	74	75	51	52	28	28
Spring 2021	3	Asian	6	1676	0	0	6	100	6	100	5	83	6	1715	0	0	6	100	6	100	6	100
Spring 2022	3	Asian	10	1611	1	10	9	90	8	80	6	60	10	1600	0	0	10	100	9	90	6	60
Spring 2023	3	Asian	11	1624	2	18	9	82	8	73	7	64	11	1592	2	18	9	82	9	82	7	64
Spring 2024	3	Asian	15	1683	1	7	14	93	12	80	12	80	15	1621	0	0	15	100	13	87	8	53
Spring 2021	3	Black or Africa	6	1326	4	67	2	33	1	17	0	0	6	1376	2	33	4	67	1	17	0	0
Spring 2022	3	Black or Africa	7	1354	4	57	3	43	1	14	0	0	7	1407	1	14	6	86	2	29	0	0
Spring 2023	3	Black or Africa	13	1364	5	38	8	62	2	15	1	8	13	1388	4	31	9	69	2	15	1	8
Spring 2024	3	Black or Africa	9	1388	4	44	5	56	1	11	1	11	9	1379	6	67	3	33	2	22	1	11
Spring 2021	3	Economically D	11	1323	6	55	5	45	1	9	0	0	11	1336	5	45	6	55	0	0	0	0
Spring 2022	3	Economically D	22	1385	8	36	14	64	5	23	2	9	22	1417	5	23	17	77	7	32	1	5
Spring 2023	3	Economically D	25	1373	11	44	14	56	5	20	1	4	25	1405	5	20	20	80	8	32	1	4
Spring 2024	3	Economically D	36	1410	17	47	19	53	9	25	6	17	36	1422	12	33	24	67	11	31	4	11
Spring 2021	3	Gifted/Talentec	10	1632	0	0	10	100	9	90	6	60	10	1712	0	0	10	100	10	100	9	90
Spring 2022	3	Gifted/Talentec	5	1767	0	0	5	100	5	100	5	100	5	1686	0	0	5	100	5	100	5	100
Spring 2023	3	Gifted/Talentec	10	1770	0	0	10	100	10	100	9	90	10	1692	0	0	10	100	10	100	9	90
Spring 2024	3	Gifted/Talentec	15	1736	0	0	15	100	15	100	13	87	15	1698	0	0	15	100	15	100	13	87
Spring 2021	3	Hispanic/Latin	8	1477	2	25	6	75	4	50	2	25	8	1450	2	25	6	75	4	50	2	25
Spring 2022	3	Hispanic/Latin	12	1435	2	17	10	83	5	42	1	8	12	1483	1	8	11	92	6	50	2	17
Spring 2023	3	Hispanic/Latin	4										4									
Spring 2024	3	Hispanic/Latin	8	1394	3	38	5	63	3	38	1	13	8	1435	2	25	6	75	3	38	1	13
Spring 2021	3	Special Educa	9	1333	6	67	3	33	1	11	1	11	9	1363	5	56	4	44	3	33	1	11
Spring 2022	3	Special Educa	11	1420	1	9	10	91	3	27	1	9	11	1403	2	18	9	82	3	27	1	9
Spring 2023	3	Special Educa	17	1413	6	35	11	65	4	24	3	18	17	1373	8	47	9	53	5	29	1	6
Spring 2024	3	Special Educa	22	1336	15	68	7	32	2	9	0	0	22	1330	13	59	9	41	1	5	0	0
Spring 2021	3	White	53	1501	7	13	46	87	32	60	11	21	53	1526	3	6	50	94	36	68	22	42
Spring 2022	3	White	68	1492	7	10	61	90	37	54	19	28	68	1543	5	7	63	93	49	72	35	51
Spring 2023	3	White	85	1498	13	15	72	85	44	52	23	27	85	1507	9	11	76	89	55	65	23	27
Spring 2024	3	White	67	1467	21	31	46	69	30	45	12	18	67	1477	17	25	50	75	33	49	18	27

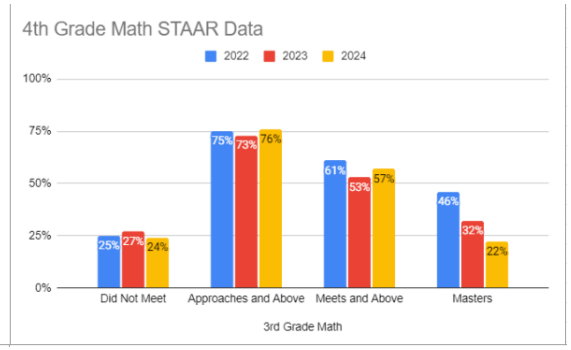
4th Grade STAAR Scores from the last 3 years

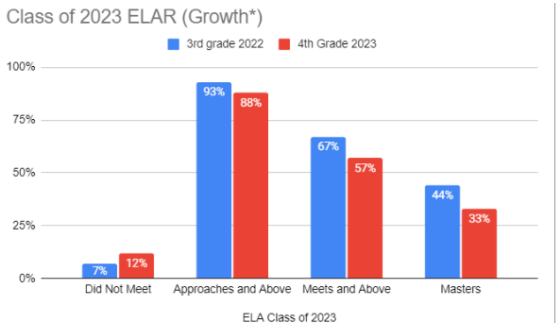
			Math										Reading									
Administration	Tested Grade	Student Group	Test Taken	Average Scale	Did Not Meet	%	Approach & Above	%	Meets & Above	%	Masters	%	Test Taken	Average Scale	Did Not Meet	%	Approach & Above	%	Meets & Above	%	Masters	%
Spring 2021	4	All Students	94	1621	19	20	75	80	56	60	39	41	92	1566	18	20	74	80	54	59	33	36
Spring 2022	4	All Students	89	1632	22	25	67	75	54	61	41	46	90	1581	14	16	76	84	53	59	32	36
Spring 2023	4	All Students	103	1595	28	27	75	73	55	53	33	32	103	1578	12	12	91	88	59	57	34	33
Spring 2024	4	All Students	119	1632	29	24	90	76	68	57	42	35	118	1603	11	9	107	91	77	65	42	36
Spring 2021	4	Asian	4										4									
Spring 2022	4	Asian	6	1836	0	0	6	100	5	83	5	83	6	1678	0	0	6	100	5	83	2	33
Spring 2023	4	Asian	11	1785	0	0	11	100	10	91	9	82	11	1695	0	0	11	100	10	91	8	73
Spring 2024	4	Asian	11	1830	2	18	9	82	9	82	8	73	11	1712	1	9	10	91	9	82	8	73
Spring 2021	4	Black or Africa	7	1373	7	100	0	0	0	0	0	0	7	1341	6	86	1	14	0	0	0	0
Spring 2022	4	Black or Africa	9	1458	7	78	2	22	2	22	2	22	10	1399	7	70	3	30	1	10	0	0
Spring 2023	4	Black or Africa	8	1389	7	88	1	13	0	0	0	0	8	1431	2	25	6	75	0	0	0	0
Spring 2024	4	Black or Africa	15	1453	10	67	5	33	3	20	1	7	15	1475	4	27	11	73	5	33	1	7
Spring 2021	4	Economically D	13	1396	11	85	2	15	1	8	0	0	13	1399	8	62	5	38	2	15	0	0
Spring 2022	4	Economically D	14	1480	10	71	4	29	4	29	3	21	15	1466	6	40	9	60	4	27	1	7
Spring 2023	4	Economically D	25	1486	17	68	8	32	6	24	4	16	25	1471	6	24	19	76	4	16	3	12
Spring 2024	4	Economically D	27	1483	13	48	14	52	6	22	3	11	26	1516	6	23	20	77	13	50	3	12
Spring 2021	4	Gifted/Talentec	12	1818	0	0	12	100	12	100	12	100	12	1709	0	0	12	100	10	83	9	75
Spring 2022	4	Gifted/Talentec	14	1851	0	0	14	100	14	100	13	93	14	1707	0	0	14	100	14	100	9	64
Spring 2023	4	Gifted/Talentec	18	1835	0	0	18	100	18	100	17	94	18	1760	0	0	18	100	18	100	16	89
Spring 2024	4	Gifted/Talentec	12	2011	0	0	12	100	12	100	12	100	12	1746	0	0	12	100	11	92	9	75
Spring 2021	4	Hispanic/Latin	12	1575	3	25	9	75	6	50	4	33	12	1517	4	33	8	67	5	42	2	17
Spring 2022	4	Hispanic/Latin	7	1511	4	57	3	43	2	29	2	29	7	1527	1	14	6	86	2	29	2	29
Spring 2023	4	Hispanic/Latin	12	1547	5	42	7	58	4	33	3	25	12	1539	3	25	9	75	6	50	4	33
Spring 2021	4	Special Educa	11	1448	6	55	5	45	3	27	1	9	11	1421	6	55	5	45	3	27	1	9
Spring 2022	4	Special Educa	12	1432	8	67	4	33	2	17	1	8	12	1458	5	42	7	58	2	17	1	8
Spring 2023	4	Special Educa	10	1446	7	70	3	30	2	20	0	0	10	1482	4	40	6	60	3	30	1	10
Spring 2024	4	Special Educa	23	1477	14	61	9	39	6	26	2	9	23	1459	8	35	15	65	5	22	1	4
Spring 2021	4	White	65	1638	8	12	57	88	41	63	26	40	63	1592	7	11	56	89	41	65	25	40
Spring 2022	4	White	67	1650	11	16	56	84	45	67	32	48	67	1605	6	9	61	91	45	67	28	42
Spring 2023	4	White	69	1599	15	22	54	78	40	58	20	29	69	1589	6	9	63	91	43	62	22	32
Spring 2024	4	White	85	1631	16	19	69	81	50	59	29	34	84	1610	6	7	78	93	57	68	29	35

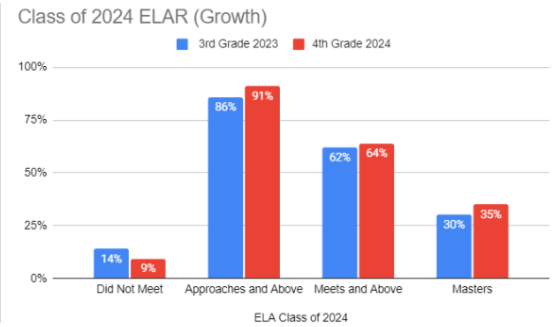


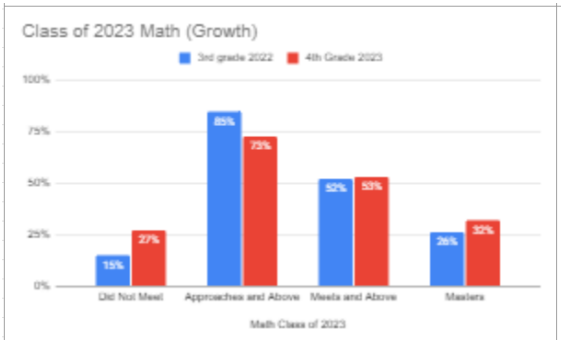


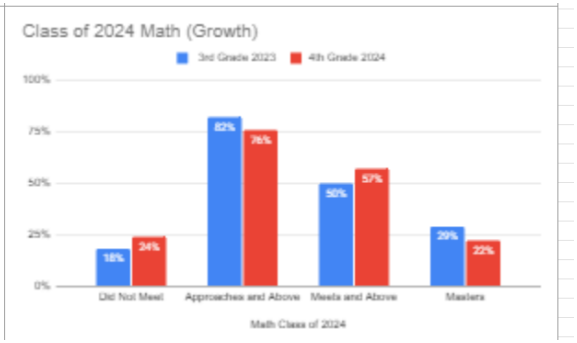












Student Learning Strengths

- Out GT students are consistently showing high performance, with nearly all students meeting or mastering standards in both Math and Reading.
- The overall rating has shown consistency, with the school achieving a "B" rating year after year.
- Over 50% of of our students are showing growth in both math and reading MAP growth.
- The number of students getting masters on 4th Grade ELA has increased each year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): More than 50% of 3rd and 4th grade students in Special Education did not pass the Math and Reading STAAR assessments. **Root Cause:** Our Special Education enrollment doubled in one year, and we lacked the systems and processes needed for effective collaboration between Special Education and General Education teachers.

Problem Statement 2 (Prioritized): 4th grade students are not meeting their expected growth targets on the STAAR assessments. **Root Cause:** Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Problem Statement 3 (Prioritized): The 2023 STAAR data reveal a need to improve the percentage of economically disadvantaged students achieving "Approaches Grade Level" or

higher in both Math and Reading. **Root Cause:** Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Problem Statement 4 (Prioritized): MAP growth data indicate a significant decline in Math and Reading performance from 2nd to 4th grade, while students in Kindergarten and 1st grade are meeting or exceeding their growth projections. **Root Cause:** Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

School Processes & Programs

School Processes & Programs Summary

Our Professional Learning Communities (PLCs) have started and will continue to build upon it. The campus has campus morning assembly to build school community. Pebble Creek uses Character Strong to teach social-emotional skills to students. After the summer of 2024, K-4th grade will be 1:1 with devices. The campus has Choir Cats for 4th graders to be involved in. Two teachers are in the Ed-Tech Cohort program.

From a survey given to the staff in May, here is a summary of feedback that was given:

What Pebble Creek is doing well:

The school fosters a welcoming and supportive environment, with strong support from administration and a positive, fun atmosphere. The implementation of PLCs and team leadership has shown promise, and the school's motto, "Good to be a Panther," contributes to a strong sense of community. Noteworthy initiatives include character-focused PAWS awards, meaningful experiential learning activities, and a culture of collaboration and flexibility among staff. Additionally, the school excels in creating engaging learning opportunities and maintaining a caring, family-like environment that values both students and staff

What Pebble Creek can do better:

The survey data highlights several key issues regarding STAAR testing and overall school operations. The extended STAAR testing period significantly disrupted instructional time for subjects like science and social studies, with frequent non-instructional days further impacting the schedule. There is a need to address the imbalance between fun activities and instructional time, and to revamp our specialized programs to better serve students' needs. Additionally, staff expressed concerns about inconsistent communication, inadequate training on resources, and a need for improved behavior management and support systems. Overall, there is a call for clearer communication, better planning, and more effective use of resources to enhance both teaching and student outcomes.

School Processes & Programs Strengths

- **Morning assemblies**: Builds school community and engagement.
- **Character Strong program**: Teaches social-emotional skills to students.
- **1:1 Device initiative**: K-4th grade will be fully equipped with devices after summer 2024.
- **Choir Cats program**: Provides musical opportunities for 4th graders.
- **Ed-Tech Cohort program**: Two teachers are participating, enhancing their technology skills.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff. **Root Cause:** Absence of established communication protocols, and inadequate channels for disseminating information.

Problem Statement 2 (Prioritized): The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices. **Root Cause:** Current school staff lack ownership and training/communication in schoolwide procedures.

Perceptions

Perceptions Summary

In the Spring 17 staff members applied to be on the guiding coalition to help implement and strengthen the PLC process. The PTO board has a lot of members and families and parents say that we have a lot of parents who want to help support the campus. We have lots of community sponsorships with over $10,000 collected in sponsorships for the PTO.

From a survey given to the staff in May, here is a summary of feedback that was given:

What Pebble Creek is doing well:

The school fosters a welcoming and supportive environment, with strong support from administration and a positive, fun atmosphere. The implementation of PLCs and team leadership has shown promise, and the school's motto, "Good to be a Panther," contributes to a strong sense of community. Noteworthy initiatives include character-focused PAWS awards, meaningful experiential learning activities, and a culture of collaboration and flexibility among staff. Additionally, the school excels in creating engaging learning opportunities and maintaining a caring, family-like environment that values both students and staff

What Pebble Creek can do better:

The survey data highlights several key issues regarding STAAR testing and overall school operations. The extended STAAR testing period significantly disrupted instructional time for subjects like science and social studies, with frequent non-instructional days further impacting the schedule. There is a need to address the imbalance between fun activities and instructional time, and to revamp our specialized programs to better serve students' needs. Additionally, staff expressed concerns about inconsistent communication, inadequate training on resources, and a need for improved behavior management and support systems. Overall, there is a call for clearer communication, better planning, and more effective use of resources to enhance both teaching and student outcomes.

Perceptions Strengths

- **Welcoming Environment**: The school creates a supportive and positive atmosphere.
- **Strong Administrative Support**: Staff feel well-supported by leadership.
- **Effective PLCs**: The guiding coalition includes 17 staff members committed to enhancing the PLC process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices. **Root Cause:** Current school staff lack ownership and training/communication in schoolwide procedures.

Problem Statement 2 (Prioritized): Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff. **Root Cause:** Absence of established communication protocols, and inadequate channels for disseminating information.

Priority Problem Statements

Problem Statement 1: More than 50% of 3rd and 4th grade students in Special Education did not pass the Math and Reading STAAR assessments.

Root Cause 1: Our Special Education enrollment doubled in one year, and we lacked the systems and processes needed for effective collaboration between Special Education and General Education teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 4th grade students are not meeting their expected growth targets on the STAAR assessments.

Root Cause 2: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices.

Root Cause 3: Current school staff lack ownership and training/communication in schoolwide procedures.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: The 2023 STAAR data reveal a need to improve the percentage of economically disadvantaged students achieving "Approaches Grade Level" or higher in both Math and Reading.

Root Cause 4: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: MAP growth data indicate a significant decline in Math and Reading performance from 2nd to 4th grade, while students in Kindergarten and 1st grade are meeting or exceeding their growth projections.

Root Cause 5: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff.

Root Cause 6: Absence of established communication protocols, and inadequate channels for disseminating information.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals

Revised/Approved: April 16, 2024

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: By the end of the 2024-2025 school year, all teaching staff at Pebble Creek Elementary will be fully trained on Professional Learning Community (PLC) practices through Solution Tree's PLC model and will demonstrate implementation of PLC strategies, including collaborative team meetings, data-driven instruction, and a focus on student learning outcomes.

High Priority

Evaluation Data Sources: Attendance weekly collaborative team meetings, staff surveys, student data, instructional coaching program

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Guiding Coalition, including instructional coaches and teacher leaders, will complete Professional Learning Community (PLC) training through Solution Tree. This training will equip them with the knowledge and tools to effectively lead PLC practices on campus. **Strategy's Expected Result/Impact:** Improved Collaborative Culture in Teams Increase in Student Achievement **Staff Responsible for Monitoring:** Instructional Coaches, Administration, Guiding Coalition **Problem Statements:** Student Learning 1, 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Following the training, the Guiding Coalition will lead their teams in implementing key PLC strategies, including collaborative planning, data analysis, and student-centered decision-making, during weekly collaborative team meetings. **Strategy's Expected Result/Impact:** Improved Collaborative Culture in Teams, Increased Teacher Knowledge, Increase in Student Achievement **Staff Responsible for Monitoring:** Instructional Coaches, Administration, Guiding Coalition **Problem Statements:** Student Learning 1, 2, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Instructional coaches will monitor the effectiveness of PLC implementation by reviewing team meeting notes, action plans, and classroom data to monitor PLC effectiveness. Based on the findings, individual and team coaching cycles will be initiated as needed to provide targeted support, ensuring continuous improvement in PLC practices. **Strategy's Expected Result/Impact:** Increase in Student Achievement Increase in Collaborative Culture **Staff Responsible for Monitoring:** Instructional Coaches, Guiding Coalition, Administration **Problem Statements:** Student Learning 1, 2, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: To support continuous growth, staff will participate in quarterly reflection sessions where they provide feedback on the effectiveness of PLC implementation. These sessions will focus on identifying successes, challenges, and opportunities for improvement, ensuring that the PLC process remains responsive to both teacher and student needs. **Strategy's Expected Result/Impact:** Increase Collaborative Culture **Staff Responsible for Monitoring:** Instructional Coaching, Guiding Coalition, Administration **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1 - Perceptions 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Instructional Coaches will participate in weekly collaborative team meetings with grade levels twice. Their role is to support the team in analyzing student data, developing formative assessments, and identifying essential standards. **Strategy's Expected Result/Impact:** Increased student achievement, team collaboration and teacher knowledge **Staff Responsible for Monitoring:** Instructional Coaches, Administration **Problem Statements:** Student Learning 1, 2, 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: More than 50% of 3rd and 4th grade students in Special Education did not pass the Math and Reading STAAR assessments. **Root Cause**: Our Special Education enrollment doubled in one year, and we lacked the systems and processes needed for effective collaboration between Special Education and General Education teachers.
Problem Statement 2: 4th grade students are not meeting their expected growth targets on the STAAR assessments. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Student Learning
Problem Statement 4: MAP growth data indicate a significant decline in Math and Reading performance from 2nd to 4th grade, while students in Kindergarten and 1st grade are meeting or exceeding their growth projections. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.
School Processes & Programs
Problem Statement 1: Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff. **Root Cause**: Absence of established communication protocols, and inadequate channels for disseminating information.
Perceptions
Problem Statement 2: Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff. **Root Cause**: Absence of established communication protocols, and inadequate channels for disseminating information.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 1: By May 2025, we will increase the percentage of 3rd and 4th grade special education students who score "Approaching Grade Level" or higher on both Math and Reading STAAR assessments by 10%.

High Priority

Evaluation Data Sources: STAAR, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with special education and general education teachers to review data and develop targeted instructional plans. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a dedicated intervention period within the school day to provide all students with the necessary support while preserving Tier 1 instruction. This will enable targeted interventions tailored to individual learning needs. **Strategy's Expected Result/Impact:** Increase student achievement and access to Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches, SPED Staff, Administration **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in grades K-4 will engage with Exact Path for 40 minutes each week to support personalized learning and skill development. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Instructional Coaches, Grade Level Teachers, Administration **Problem Statements:** Student Learning 1, 2, 3				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: More than 50% of 3rd and 4th grade students in Special Education did not pass the Math and Reading STAAR assessments. **Root Cause**: Our Special Education enrollment doubled in one year, and we lacked the systems and processes needed for effective collaboration between Special Education and General Education teachers.

Problem Statement 2: 4th grade students are not meeting their expected growth targets on the STAAR assessments. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Problem Statement 3: The 2023 STAAR data reveal a need to improve the percentage of economically disadvantaged students achieving "Approaches Grade Level" or higher in both Math and Reading. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 2: By May 2025, increase the percentage of students at Pebble Creek Elementary who achieve their expected growth measure on the STAAR assessments in both math and reading by 10%.

High Priority

Evaluation Data Sources: Math and Reading STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will hold goal-setting conferences with all K-4 students to discuss personal learning goals based on MAP scores and essential standards data from Common Formative Assessments (CFAs). **Strategy's Expected Result/Impact:** Increase student achievement and ensure students meet their goals **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Instructional Coaches **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in grades K-4 will engage with Exact Path for 40 minutes each week to support personalized learning and skill development. **Strategy's Expected Result/Impact:** Increase Student Achievement **Staff Responsible for Monitoring:** Grade level teachers, Instructional Coaches, Digital Learning Ambassador **Problem Statements:** Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: During weekly collaborative team meetings, teachers and instructional coaches will review essential standards and analyze student progress based on Common Formative Assessments for each standard. **Strategy's Expected Result/Impact:** Increase Student Achievement **Staff Responsible for Monitoring:** Grade level teachers, Instructional Coaches, Administration **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish a designated intervention time during the school day to ensure that all students receive the support they need without missing Tier 1 instruction, allowing for targeted interventions that address individual learning needs. **Strategy's Expected Result/Impact:** Increase Student Achievement. **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Coaches **Problem Statements:** Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: More than 50% of 3rd and 4th grade students in Special Education did not pass the Math and Reading STAAR assessments. **Root Cause**: Our Special Education enrollment doubled in one year, and we lacked the systems and processes needed for effective collaboration between Special Education and General Education teachers.
Problem Statement 2: 4th grade students are not meeting their expected growth targets on the STAAR assessments. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.
Problem Statement 3: The 2023 STAAR data reveal a need to improve the percentage of economically disadvantaged students achieving "Approaches Grade Level" or higher in both Math and Reading. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 3: By the end of the 2024-2025 school year, we will achieve a 10% increase in the percentage of 2nd through 4th grade students meeting or exceeding their projected growth norms in both Math and Reading on MAP assessments.

High Priority

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: After the Beginning-of-Year (BOY) and Middle-of-Year (MOY) MAP assessments, teachers will conduct individual goal-setting conferences with each student in Kinder through 4th grade. During these conferences, teachers will help students set personalized growth goals based on their MAP assessment data and projected growth norms. **Strategy's Expected Result/Impact:** Increase Student Achievement and Teacher knowledge of students goals **Staff Responsible for Monitoring:** Grade Level Teachers, Instructional Coaches **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will systematically review MAP assessment data to identify learning gaps and areas for improvement, and use these insights to inform the creation of targeted small group instruction in Math and Reading. **Strategy's Expected Result/Impact:** Increase Student Achievement **Staff Responsible for Monitoring:** Instructional Coaches, Grade Level Teachers, Administration **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in grades K-4 will engage with Exact Path for 40 minutes each week to support personalized learning and skill development. **Strategy's Expected Result/Impact:** Increase Student Achievement **Staff Responsible for Monitoring:** Grade Level Teacher, Digital Learning Ambassador, Administration, Instructional Coaches **Problem Statements:** Student Learning 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: MAP growth data indicate a significant decline in Math and Reading performance from 2nd to 4th grade, while students in Kindergarten and 1st grade are meeting or exceeding their growth projections. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: By December 2024, Pebble Creek Elementary will create and implement updated guidelines for student behavior that clearly define and outline expectations for success.

High Priority

Evaluation Data Sources: Walk through data, Discipline Data, Completed Guidelines for success

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Revise the current guidelines for success to ensure they align with the values and needs of Pebble Creek Elementary. **Strategy's Expected Result/Impact:** Student behavioral success and decrease in referrals **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Counselor, Pebble Creek Staff. **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and deliver comprehensive lessons to all staff and students at Pebble Creek Elementary, explaining the new guidelines for success and the meaning behind each letter. **Strategy's Expected Result/Impact:** Increase in understanding of school-wide expectations **Staff Responsible for Monitoring:** Administration, Guiding Coalition, Instructional Coaches, Grade level teachers, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a comprehensive matrix for the revised guidelines for success, incorporating all school-wide procedures including hallways, restrooms, cafeteria, CAMP, arrival, and dismissal. **Strategy's Expected Result/Impact:** Decrease in referrals, increase in positive school culture **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop and utilize a Google Form to systematically track classroom behavior issues, facilitating a more streamlined approach to implementing behavior academies. **Strategy's Expected Result/Impact:** Increase in student behavior support **Staff Responsible for Monitoring:** Administration, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices. **Root Cause**: Current school staff lack ownership and training/communication in schoolwide procedures.

Perceptions
Problem Statement 1: The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices. **Root Cause**: Current school staff lack ownership and training/communication in schoolwide procedures.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: By the end of the 2024-2025 school year, Pebble Creek Elementary will ensure that 100% of staff and students are trained in emotional regulation, growth mindset, and grit.

High Priority

Evaluation Data Sources: Classroom walkthroughs, Discipline Data, Stakeholder Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Guidance counselor will deliver at least 6 lessons to each classroom that will focus on building a growth mindset, emotional regulation and grit. **Strategy's Expected Result/Impact:** Improved Social-Emotional Skills Increase Student Engagement **Staff Responsible for Monitoring:** Counselor, Administration **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Integrate Character Strong lessons into morning meetings from Monday to Thursday and feature them during school-wide assemblies on Fridays. **Strategy's Expected Result/Impact:** Increase in positive student culture Increase Staff and Student Knowledge of Social-Emotional Learning **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Pebble Creek Staff, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure that all classroom teachers implement ClassDojo in their classrooms and create both classroom-specific and school-wide stores where students can redeem their ClassDojo points for a variety of rewards and incentives. **Strategy's Expected Result/Impact:** Decrease student behavior referrals, increase student/campus morale **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices. **Root Cause**: Current school staff lack ownership and training/communication in schoolwide procedures.
Perceptions
Problem Statement 1: The campus lacks uniformity and consistency in enforcing schoolwide procedures and classroom management practices. **Root Cause**: Current school staff lack ownership and training/communication in schoolwide procedures.

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: By the end of the 2024-2025 school year, all K-4 classrooms at Pebble Creek Elementary will effectively use digital learning platforms to address and close the academic gaps identified through NWEA MAP Growth and Common Formative Assessments (CFAs) based on essential standards.

High Priority

Evaluation Data Sources: NWEA MAP Data, Common Formative Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen teachers' instructional skills by providing targeted professional development and support on the effective use of digital platforms. **Strategy's Expected Result/Impact:** Increase Teacher Content Knowledge **Staff Responsible for Monitoring:** Administration, Digital Learning Ambassador, Ed-Tech Cohort Teachers, Instructional Coaches **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in grades K-4 will engage with Exact Path for 40 minutes each week to support personalized learning and skill development. **Strategy's Expected Result/Impact:** Increase Student Achievement and Growth **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration, Digital Learning Ambassador, Ed-Teach Cohort Teachers **Problem Statements:** Student Learning 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Regularly review Edmentum usage data with teachers to discuss student progress. Provide training on data interpretation, setting usage goals with students, and adjusting instructional strategies for targeted support. **Strategy's Expected Result/Impact:** Increase Student Achievement and Engagement with Edmentum Increase Teacher Knowledge of Edmentum **Staff Responsible for Monitoring:** Administration, Digital Learning Ambassador, Ed-Tech Cohort Teachers, Instructional Coaches **Problem Statements:** Student Learning 4 - School Processes & Programs 1 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 4th grade students are not meeting their expected growth targets on the STAAR assessments. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.
Problem Statement 3: The 2023 STAAR data reveal a need to improve the percentage of economically disadvantaged students achieving "Approaches Grade Level" or higher in both Math and Reading. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.
Problem Statement 4: MAP growth data indicate a significant decline in Math and Reading performance from 2nd to 4th grade, while students in Kindergarten and 1st grade are meeting or exceeding their growth projections. **Root Cause**: Insufficient systems and processes for analyzing individual student performance data and implementing personalized goal setting.
School Processes & Programs
Problem Statement 1: Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff. **Root Cause**: Absence of established communication protocols, and inadequate channels for disseminating information.
Perceptions
Problem Statement 2: Unclear communication on campus is leading to misunderstandings and inconsistent application of procedures among staff. **Root Cause**: Absence of established communication protocols, and inadequate channels for disseminating information.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024

Addendums

Pebble Creek Elementary
2024-2025 Professional Development Plan

Campus / Department / Content Area						
Professional Learning Activity	Participants	CIP / DIP Goal & Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Implement Student Goal Setting	K-4 and SPED Teachers	Increase Student Achievement through DIP: 1.3 Develop common structures for individual student goal setting and progress monitoring CIP: Performance Objective 3 under Goal 2: By the end of the 2024-2025 school year, we will achieve a 10% increase in the percentage of 2nd through 4th grade students meeting or exceeding their projected growth norms in both Math and Reading on MAP assessments.	Administration, Instructional Coaches, Cohort Guiding Coalition	Student Data Sheets and MAP Data		
Behavior Solutions	All Staff	Decrease behavior referral and Increase Student Achievement through Goal 3 Performance Objective By December 2024, Pebble Creek Elementary will create and implement updated guidelines for student behavior that clearly define and outline expectations for success. a	Administration, Guiding Coalition	Behavior Matrix, Lesson Plans, Referral Data		
Edmentum Training	K-4 and SPED Teachers	Improved Student Achievement by Goal 4 Performance Objective through the end of the 2024-2025 school year, all K-4 classrooms at Pebble Creek Elementary will	Director of Digital Learning, Digital Learning Ambassador, Ed-Tech Cohort	MAP Reports, Edmentum Reports, STAAR Test		

		effectively use digital learning platforms to address and close the academic gaps identified through NWEA MAP Growth and Common Formative Assessments (CFAs) based on essential standards.	Teachers, Administration, Instructional Coaches			
Social Emotional Training	All Staff	Improved Social-Emotional Skills and Increase Student Engagement through Goal 3 Performance Objective Performance Objective 2: By the end of the 2024-2025 school year, Pebble Creek Elementary will ensure that 100% of staff and students are trained in emotional regulation, growth mindset, and grit.	Administration, Guiding Coalition, Counselor	Behavior Referral, Stakeholder Feedback		
Professional Learning Community Practices - review student data and create Common Formative Assessments	K-4 and SPED Teachers	Increase Student Achievement, Increase Team Collaboration and Teacher Knowledge through goal 1 performance objective By the end of the 2024-2025 school year, all teaching staff at Pebble Creek Elementary will be fully trained on Professional Learning Community (PLC) practices through Solution Tree's PLC model and will demonstrate implementation of PLC strategies, including collaborative team meetings, data-driven instruction, and a focus on student learning outcomes.	Administration, Guiding Coalition, Counselor, Instructional Coaches	Lesson Plans, MAP and STAAR data, Feedback Surveys		