

Pebble Creek Elementary

Campus Improvement Plan **2010-2011**



The Pebble Creek Elementary School community will create an enriched and nurturing child-centered environment, encouraging students to reach their full potential and become successful, contributing members of society.

**Pebble Creek Elementary
Goals and Objectives
2010-2011**

**Goal 1: All students will achieve academic success.
(District Goal #1)**

Objectives:

1. In 2010-2011, all 3rd and 4th grade students (including student subgroups) will score 90% or above on the TAKS test.
2. Commended Performance will exceed the State average.

**Goal 2: Educational opportunities will meet the unique needs of all students.
(District Goal #2)**

Objectives:

1. Students will be provided instruction based on their language needs using ESL instructional strategies.
2. Students will engage in activities to promote higher level thinking skills and develop skills for real-world application.
3. Interventions for all students will be provided prior to making a referral for special education testing.
4. Interventions will be made for students struggling with reading fluency and math concepts.

Goal 3: Educational practices will be predicated on scientifically based research.

(District Goal #3)

Objectives:

1. Utilizing lesson plans and district scope and sequence, each grade level curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.
2. On-going professional development related to varied teaching strategies will be provided.

Goal 4: Parents and community members will be actively engaged.

(District Goal #4)

Objectives:

1. Promote and foster positive relations between school, parents, and community.
2. Provide opportunities to enhance family support for student success.

Goal 5: A safe and supportive environment will be provided for all students.

(District Goal #5)

Objectives:

1. Pebble Creek Elementary will comply with the district's crisis management plan and Code of Conduct.
2. Pebble Creek Elementary will foster a positive, learning environment that is inviting to students, parents, and faculty.

Goal 1: All students will achieve academic success.

Correlates with:

District Goals	State Goals	State Objectives	National Goals	Effective School Correlates
1) Academic Success	1) Performance-- Reading and Writing	1) Parents Partners in Education	1) Ready to Learn	1) Instructional Leadership
2) Unique Needs of Students	2) Performance-- Mathematics	2) Meet Full Educational Potential	2) High School Completion	2) High Expectations
3) Scientifically Based Research	3) Performance-- Science	3) Dropout Prevention	3) Student Achievement	3) School Climate
4) Parent and Community Involvement	4) Performance-- Social Studies	4) Well-Balanced Curriculum	4) Teacher Education/ Development	4) Instructional Focus
		5) Qualified Personnel	5) Science and Mathematics	5) Measurement
		6) Exemplary Performance	6) Adult Literacy	
		7) Staff Development		
		8) Technology		

Note: Bold throughout document reflects new changes for the 2010-2011 academic year.

Goal 1: All students will achieve academic success.

Objective 1: During the 2010-2011 school year, all 3rd and 4th grade students (including student subgroups) will score 90% or above on the TAKS test.

Summative: The TAKS tests will reflect 90% success with all students and student groups.

09-10 TAKS (All Students) Test Results:

3rd grade: Math: 97%
Reading: 97%
4th grade: Math: 94%
Reading: 95%
Writing: 99%

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.1	The Early Intervention Specialist will provide reading instructional support K-2 for identified students not meeting reading benchmarks	Early Intervention Specialist, Classroom Teachers	Teacher Unit	Aug-May	TPRI, Aims Web, Benchmarks
1.1.2	Math specialist will support identified students not meeting math benchmarks for grades K-4	Math Specialist, 3 rd & 4 th grade math teachers, Principal, Academic Coordinator	District Math Director Sub pay for designated days	Oct-April	TAKS Math Test, CBMs
1.1.3	Grade levels K-4 will implement the CSISD Math & Science Scope and Sequence	Principal, Academic Coordinator, Math Specialist	Director of Assessment, CALT Math Team	Sept-May	TAKS Math Test, CBMs, Aims Web data
1.1.4	Grades 2-4 will utilize the computer program, Study Island, to remediate math concepts.	Academic Coordinator, Math teachers	Technology Specialist	Sept-May	TAKS Math, CBMs, Test, Aims Web data
1.1.5	Follow state and district guidelines for attendance. <ul style="list-style-type: none"> • Letters to notify of absences • Conference with principal • Attendance committee 	Principal, Attendance Clerk Academic Coordinator	Computer Services	Aug-May	TEA School Report Card
1.1.6	Utilize the science resource lab equipment and purchase disposable supplies to meet the TEKS expectations.	Academic Coordinator, Classroom Reps	PTO, CALT Science Team, \$75 per grade level for consumables	Aug-May	TAKS Science (5 th Grade)
1.1.7	Writing teachers K-4 will continue to incorporate the 6 Traits of Writing to expand students' writing in: ideas/content, organization, voice, word choice, sentence fluency, and conventions. Student writing pieces will be displayed and shared in Morning Assembly to highlight traits of writing.	Principal, Academic Coordinator, Teachers, Curriculum Council	Staff Dev. Funds Materials Cost	Aug-May	Raise TAKS Writing Scores to 0% (Score of 1), 20% (Score of 2), 50% (Score of 3), and 30% (Score of 4)

Results from Written Compositions - TAKS Writing Scores 09-10

Score of 0: 1%

Score of 1: 0%

Score of 2: 14%

Score of 3: 51%

Score of 4: 34%

Goal 1: All students will achieve academic success.
 Objective 2: Commended Performance will exceed the State average with at least **70%** of all students and **60% of student subgroups** receiving a Commended Rating.
 Summative: TAKS Commended Ratings

09-10 TAKS Test Results for All Students:

Goal for Third Grade:	Math: 62% Commended AA 17%, Hisp 33%, Econ 33%
	Reading: 69% Commended AA 8%, Hisp 67%, Econ 36%
Goal for Fourth Grade	Math: 63% Commended AA 27%, Hisp 17%, Econ 27%
	Reading: 61% Commended AA 30%, Hisp 17%, Econ 19%
	Writing: 78% Commended AA 25%, Hisp 67%, Econ 36%

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.2.1	Reading instruction will be differentiated for each student by grouping students according to reading level and utilizing a variety of reading materials: the literacy library, supplemental magazines (Scholastic News), media center, and Reading A-Z.	Classroom Teachers, Reading Specialist Teacher, Early Intervention Specialist, Librarian	Volunteers, Library Funds, SCE Funds - \$1000 Fountas & Pinnell Leveling Kits K-2	Aug-May	TAKS Reading, Commended Rating
1.2.2	Instruction in all subject areas will include higher level thinking opportunities, higher level questioning during lessons, and higher level assessment strategies. (analysis, synthesis, and evaluation)	Academic Coordinator	Enrichment Specialist, Reading & Math Specialists	Aug-May Grade Level Meetings, Faculty Meetings	10-11 TAKS Results, Commended Ratings, Walk Throughs
1.2.3	Math teachers will develop math thinking	Principal, Academic	Campus IC	Aug-May	All student groups

strategies into weekly math instruction. Example: Number Talks, Math Menus, Math Mania, Math Stations, Math Tubs, Mentoring Math etc.	Coordinator, Teachers	Math Specialist, Director of Assessment		will meet TAKS expectations with 90% or above.
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Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.

Correlates with:

District Goals	State Goals	State Objectives	National Goals	Effective School Correlates
1) Academic Success	1) Performance-- Reading and Writing	1) Parents Partners in Education	1) Ready to Learn	1) Instructional Leadership
2) Unique Needs of Students	2) Performance-- Mathematics	2) Meet Full Educational Potential	2) High School Completion	2) High Expectations
3) Scientifically Based Research	3) Performance-- Science	3) Dropout Prevention	3) Student Achievement	3) School Climate
	4) Performance-- Social Studies	4) Well-Balanced Curriculum	4) Teacher Education/ Development	4) Instructional Focus
		5) Qualified Personnel	5) Science and Mathematics	5) Measurement
		6) Exemplary Performance	6) Adult Literacy	
		7) Staff Development		
		8) Technology		

Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.
 Objective 1: Students will be provided instruction based on their language needs using ESL instructional strategies.
 Summative: TELPAS and/or TAKS test

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.1.1	All classroom teachers will be certified in ESL instruction.	Principal	Program Director	Aug-May	OLPT, ITBS, TAKS
2.1.2	The ESL teacher will provide individualized instruction and classroom support for ESL students based on the Oral Language Proficiency Test (OLPT) assessment shared with the classroom teacher.	ESL Teacher, Classroom Teacher	Program Director, Region VI	Aug-May	OLPT, ITBS, TAKS
2.1.3	Each certified ESL teacher will accumulate the required staff development hours to maintain their ESL certification.	ESL Certified Teachers, ESL Teacher for Campus, Academic Coordinator	Special Programs Director	Aug-May	Certificates and documentation of hours

Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.
 Objective 2: Students will engage in activities to promote higher level thinking skills and develop skills for real-world application.
 Summative: Use a survey to indicate how many students participated in each higher level thinking activity or real-world application.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.2.1	All students will be provided with the appropriate opportunities for enrichment using the Renzuli school-wide enrichment model through Type 1 activities: <ul style="list-style-type: none"> • District Wide Art Show • Field Day • Music/P.E. Programs for each grade level • Community Speakers 	Enrichment Coordinator, Academic Coordinator, Principal, Classroom Teachers, Art, Music, Computer, P.E. Teachers, PTO Board Members, and Parents	Curriculum Director, Staff Time, Activity Funds, Enrichment Budget (PC)	August - May	Parent, teacher, student survey addressing curriculum to determine effectiveness of the enrichment program.

	<ul style="list-style-type: none"> • Brown Bag Specials • Enrichment Days • Type II Activities: • Pull-out program for identified G/T students K-4 • UIL Academic Competition • Spelling Bee • Junior Achievement • Discovery Groups for Talent Pool Students • Jump Start will include Science Hands-on Inquiry Lessons • After school clubs such as Scrabble, Chess, Reading, etc 				
2.2.2	Integrate NEO Laptops in writing instruction 1 st -2 nd and support AR in grades 2-4.	Technology Facilitator, Grade Team Leaders, Principal, Academic Coordinator	Staff Time	Aug-May	Walk Throughs, Lesson Plans
2.2.3	Implement Smartboard technology in each K-4, art, music, GT, special education, computer lab, and support area classrooms.	Principal, Coordinator of Technology	PTO Funds, School Funds, Grants, District Funds	Aug-May	Walk Throughs, Lesson Plans

Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.

Objective 3: Interventions for all students will be provided prior to making a referral for special education testing.

Summative: Number of special education referrals that did not qualify

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.3.1	Implement levels 1-4 of Response to Intervention (RTI) strategies for identified students.	SIT Committee Classroom Teacher, Principal, Academic Coordinator, Counselor	CSISD Special Education Dept., Campus assigned diagnostician	Aug-May	Number of special education referrals
2.3.2	Provide staff development that focuses on RTI strategies for diverse learners in	SIT, Counselor, Principal, Academic	Campus assigned diagnostician,	Aug-May	Number of special education referrals

	the classroom.	Coordinator	CSISD Education Dept.		
2.3.3	A tutoring program designed for the Adaptive Behavior students will be established.	Principal, Academic Coordinator, AB Teachers	Director of Special Services, Classroom Teachers	Sept. – May	AIMS Web Data, 09-10 TAKS results
2.3.4	Adaptive Behavior assistants will provide general education support for AB students in the regular education classroom.	Principal, Academic Coordinator, AB teachers	Director of Special Services, Diagnostician, Classroom Teachers	Aug – May	Walk Throughs
2.3.5	Campus behavior specialists will provide student intervention support for identified students. Examples: ropes course, feeling response cards, classroom observations, teacher coaching, etc.	Principal, Academic Coordinator, Counselor, AB teachers	Director of Special Services, Campus Diagnostician, Classroom Teachers	Aug-May	Number of special education referrals and office referrals

Goal 3: Educational practices will be predicated on scientifically based research.

Correlates with:

District Goals	State Goals	State Objectives	National Goals	Effective School Correlates
1) Academic Success	1) Performance-- Reading and Writing	1) Parents Partners in Education	1) Ready to Learn	1) Instructional Leadership
2) Unique Needs of Students	2) Performance-- Mathematics	2) Meet Full Educational Potential	2) High School Completion	2) High Expectations
3) Scientifically Based Research	3) Performance-- Science	3) Dropout Prevention	3) Student Achievement	3) School Climate
	4) Performance-- Social Studies	4) Well-Balanced Curriculum	4) Teacher Education/ Development	4) Instructional Focus
		5) Qualified Personnel	5) Science and Mathematics	5) Measurement
		6) Exemplary Performance	6) Adult Literacy	
		7) Staff Development		

		8) Technology		
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Goal 3: Educational practices will be predicated on scientifically based research.

Objective 1: Curriculum will be aligned to the TEKS in all content areas.

Summative: TAKS Test

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.1.1	Teachers will attend and share ideas from workshops, conferences, and staff development on innovative instructional strategies/practices to improve instruction. Priority: Grade level conventions on a rotating basis: K- 2006-2007, 1 st – 2007-2008 2 nd -2008-2009, 3 rd - 2009-2010 4 th – 2010-2011	Administration Faculty	Central Office, Texas A&M, Region VI, TEA	Aug-May Grade Conventions \$1822	Literacy Assessments, Classroom Observations, Lesson Plans, TAKS

Goal 3: Educational practices will be predicated on scientifically based research.

Objective 2: On-going professional development related to varied teaching strategies will be provided.

Summative: Classroom Walk Throughs, TAKS, Literacy Assessments

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.2.1	Staff development will address: <ul style="list-style-type: none"> • Disaggregation of TAKS scores and data • Differentiated Instruction • Smartboard Training • Classroom Technology Applications • New Math & Science Scope & Sequence • CSISD Literacy Initiative • Conscious Discipline • GT Hours documented in Faculty Mtgs 	Principal, Academic Coordinator, Instructional Coach, Grade Level Leaders Reading Specialist Teacher	Central Office, Region VI State Comp. Ed (1FTE)	10-11 Year	TAKS, Literacy Assessments, Walk throughs, PDAS, Number of Students in Tutoring
3.2.2	Campus instructional focus will	Principal,	Curriculum	Aug-May	TAKS Test, AIMS

	address: differentiated instruction, higher level thinking strategies, literacy initiative, mathematics & science scope & sequence, Conscious Discipline, and Smartboard technology.	Academic Coordinator,	Coach, Instructional Coach, Curriculum Director, Enrichment Specialist, Reading/Math Specialists		Web Data, Walk Through Observations
3.2.3	Administrative walk throughs will focus on campus goals and teacher instructional goals addressing Smartboard technology and math/reading goal.	Principal, Academic Coordinator		Aug-May	Walk Through Observation Data
3.2.4	The math specialist & early intervention reading specialist will provide instructional support through modeling of lessons, coaching classroom teachers, planning with teachers, etc.	Math Specialist, Early Intervention Reading Specialist	Curriculum Directors	Aug-May	Aims Web data, CMBs, & TAKS data
3.2.5	Vertical teams will meet once a month in the morning from 7:20-8:00 or after school to address higher level thinking skills through reading comprehension.	Campus reading specialists, Enrichment specialists, Principal, Academic Coordinator	Curriculum Directors	Sept-April	Walk Through Observation Data

Goal 4: Parents and community members will be actively engaged.

Correlates with:

District Goals	State Goals	State Objectives	National Goals	Effective School Correlates
1) Academic Success	1) Performance-- Reading and Writing	1) Parents Partners in Education	1) Ready to Learn	1) Instructional Leadership
2) Unique Needs of Students	2) Performance-- Mathematics	2) Meet Full Educational Potential	2) High School Completion	2) High Expectations
3) Scientifically Based Research	3) Performance-- Science	3) Dropout Prevention	3) Student Achievement	3) School Climate
4) Parental Involvement	4) Performance-- Social Studies	4) Well-Balanced Curriculum	4) Teacher Education/ Development	4) Instructional Focus
5) Safe and Supportive Environment		5) Qualified Personnel	5) Science and Mathematics	5) Home and School Relations
		6) Exemplary Performance	6) Adult Literacy	
		7) Staff Development		
		8) Technology		

Goal 4: Parents and community members will be actively engaged.

Objective 1: Promote and foster positive relations between school, parents, and community.

Summative: Parent Surveys

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.1.1	Seek opportunities to encourage all parents and extended family to actively participate in their child's educational experience. Examples: Access the Website, Newsletters, Mentors, Charity Activities (Faculty: United Way & Relay	Principal, Academic Coordinator, Faculty	PTO, Central Office	Aug-May	Number of parents and community members participating

	for Life, Students: United Way & Jump Rope for Heart), Special Person's Week, VIPs, Carnival, Field Day, Candy Cane Fun Run, Music Programs, Book Fair, Wee Deliver, Meet the Teacher, Parent Orientation, Morning Assembly Monday Folders, Planners, Parent Conferences, Web Pages, Blogs, Student Council Family Movie Night, etc.				
4.1.2	Pebble Creek will distribute an on-line parent survey to solicit parental concerns, issues, and interests in Fall 2010 .	Administration	Central Office Staff	Spring	Parent Surveys
4.1.3	A classroom survey form will be distributed to parents to provide feedback to classroom teachers, CAMP, & support staff.	Principal	Curriculum Council	May	Surveys to Staff

Goal 4: Parents and community members will be actively engaged.
Objective 2: Provide opportunities to enhance family support for student **success**.
Summative: TAKS, Literacy Assessments

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.2.1	Students and their families that are in need of services will be encouraged to work with the Pebble Creek family facilitator, Barbara Bush Center and/or CSISD's Case Manager	Family Facilitator Case Manager	LEAP Faculty, Central Office Staff, HS Staff	Aug-May	Monitoring Notes
4.2.2	A parent newsletter will be distributed to parents twice each semester to inform parents of school events, health, etc. The newsletter could include articles submitted by the principal, academic coordinator, nurse, counselor, parent facilitator, library, math specialist, and reading	Principal, Academic Coordinator	Campus Nurse, Counselor, Parent Facilitator, Librarian, Math & Reading Specialists	Distributed: September December February April	September, December, February, & April

	specialists.				
4.2.3	Opportunities will be explored for families to dialog and discuss issues surrounding the family. Examples of Possibilities: Family Book Study (Lead Teachers: Hawkins & Murphy), Family Coffee Talks to explore family topics. Health Talks	Principal, Academic Coordinator, Counselor	Special Education, C&I department, and Head Start department	Sept-April	Attendance at the meetings
4.2.4	Expand Windsor Pointe math tutoring to 2nd-4th grade. Each teacher will “adopt” one student. The teacher will tutor for 45 minutes and then walk the student home to visit with parent(s).	Principal, Academic Coordinator	ARI/AMI funds, campus funds	October-April	09-10 TAKS Math scores, CBM data, report card grades
4.2.5	A “Meet the Teacher” night will be planned at Windsor Pointe.	Principal, Family Facilitator	\$250 for food/supplies	September	Attendance at event
4.2.6	A family support group will be formed to provide families in need with support during crisis.	Principal, Family Facilitator, Counselor	Volunteers	September-May	Documentation of support provided

Goal 5: A safe and supportive environment will be provided for all students.

Correlates with:

District Goals	State Goals	State Objectives	National Goals	Effective School Correlates
1) Academic Success	1) Performance-- Reading and Writing	1) Parents Partners in Education	1) Ready to Learn	1) Instructional Leadership
2) Unique Needs of Students	2) Performance-- Mathematics	2) Meet Full Educational Potential	2) High School Completion	2) High Expectations
3) Scientifically Based Research	3) Performance-- Science	3) Dropout Prevention	3) Student Achievement	3) School Climate
4) Parental Involvement	4) Performance-- Social Studies	4) Well-Balanced Curriculum	4) Teacher Education/ Development	4) Instructional Focus
5) Safe and Supportive Environment		5) Qualified Personnel	5) Science and Mathematics	5) Home & School Relations

		6) Exemplary Performance	6) Adult Literacy	6) Safe & Orderly Environment
		7) Staff Development		
		8) Technology		

Goal 5: A safe and supportive environment will be provided for all students.

Objective 1: Pebble Creek Elementary will comply with the district's crisis management plan and Code of Conduct.

Summative: Office Referrals, Drill Observations, Faculty Agendas, & Staff/Parent Feedback

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.1.1	Campus Council will address safety issues during regular scheduled meetings.	Counselor	Region VI, Central Office	Aug-May	PEIMS Data, Minutes of Safety Meeting
5.1.2	The CSISD Crisis Management Plan will be reviewed with all faculty members.	Principal, Counselor	Central Office	1 st Semester '10	Agenda of Meeting
5.1.3	Pebble Creek faculty will conduct fire, disaster, and emergency drills as required or needed.	Principal, Counselor	Central Office	Aug-May	Fire drill log
5.1.4	Social and Study Skills will be taught in morning assembly and reinforced daily in classrooms.	Principal Academic Coordinator Counselor	Curriculum Materials	Aug-May	Office referrals
5.1.5	The counselor will provide guidance lessons for students K -4, form student groups to address needed issues, offer parent forums to address family needs, and explore other avenues to provide support for students, parents, and staff.	Counselor	Region VI, Central Office	Aug-May	Lesson Plans
5.1.6	Panther Pride will be taught and consistently reinforced at all grade levels and across the campus. Panther Pride: Walking in Hall with Teacher, Levels of Behavior 1-4, Appropriate Assembly Behavior, Appropriate Field Trip Behavior, etc.	Faculty Members	Counseling Curriculum, Teacher Handbook, Student Handbook	Aug-May	Observations

5.1.7	All staff members will be trained in procedures for discipline, office referrals, LEAP, State Behavior Modules, etc.	Academic Coordinator, Counselor	Central Office, Region VI, LEAP, AB Teacher	Aug/Sept.	Office Referral
5.1.8	All staff members will obtain or maintain their Non-Crisis Intervention certification each academic year.	Academic Coordinator	Special Education Office	Fall Semester	CPI Certificates
5.1.9	August staff development will address the RTI and SIT process.	Academic Coordinator, Counselor	C&I Department	Aug	SIT agenda, number of referrals to SIT

Goal 5: A safe and supportive environment will be provided for all students.
Objective 2: Pebble Creek Elementary will foster a positive, learning environment that is inviting to students, parents, and faculty.
Summative: Feedback from parents and faculty.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.2.1	Pebble Creek Student Council will promote positive student/faculty events such as theme days and charity events.	Student Council Sponsors	Public Relations at Central Office, Community Agencies	Aug-May	Classroom Teacher Feedback
5.2.2	The administration will seek opportunities to promote a positive working environment. Examples: Spirit Day, nominations for local/state/national awards, participation in appreciation days, seek resources to support innovative and instructional practices, visit classrooms, provide opportunities to attend workshops, jean scholarship etc.	Administration	Community Members, Central Office, Region VI	2010-11 School Year	Faculty Survey, Observations, Feedback
5.2.3	A survey will be distributed to the faculty to gauge work environment and school culture.	Clark Ealy	District Personnel	09-10 School Year	Survey Results

TAKS ANALYSIS

TAKS READING OVERVIEW 2006, 2007, 2008, 2009, & 2010

	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Third Grade Reading	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Comm	Comm	Comm	Comm	Comm
All Students	100	100	99	99	97	69	(76)	84(77.1)	(81)	(69)
Asian	100	100	100	100	100	11	(83)	8(88.9)	(80)	(89)
African American	100	100	90	100	69	3	(38)	7(70)	(44)	(8)
Hispanic	100	100	100	--	100	6	(38)	6(60)	--	(67)
White	100	100	100	99	100	48	(84)	63(78.8)	(86)	(74)
Econ Disadv.	100	100	94.1	100	82	5	(36)	9(52.9)	(36)	(36)
Fourth Grade Reading										
All Students	91	99	94.3	95	95	43	(66)	69(56.6)	(56)	(61)
Asian	100	92	100	100	100	6	(77)	12(75)	(100)	(56)
African American	56	86	54.5	75	60	0	(25)	2(18.2)	(17)	(30)
Hispanic	86	100	100	100	100	3	(50)	2(28.6)	(33)	(17)
White	95	100	97.7	97	98	33	(72)	52(59.8)	(58)	(69)
Econ Disadv.	64	92	70.6	83	63	0	(30)	4(23.5)	(22)	(19)

Met Standard is reported in %. Met Standard reports all regular education and special education students tested, not just Snap Shot Day students. Missing data indicates that no

information is reported for fewer than 5 students. Commended is reported in actual number of students. Number in parenthesis is % Commended for 2007, 2008, 2009, and 2010.

TAKS MATH OVERVIEW
2005, 2006, 2007, 2008, 2009, & 2010

	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Third Grade Math	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Comm	Comm	Comm	Comm	Comm
All Students	95	97	98.1	96	97	56	(55)	57(54.3)	(74)	(62)
Asian	100		100	100	100	11	(64)	7(77.8)	(93)	(100)
African American	80	100	87.5	78	67	3	(11)	1(12.5)	(44)	(17)
Hispanic	82	88	100	--	100	1	(44)	5(50)	--	(33)
White	98	98	98.7	98	100	40	(60)	44(55.7)	(75)	(62)
Econ Disadv.	79	86	93.3	86	81	1	(27)	1(6.7)	(43)	(33)
Fourth Grade Math										
All Students	92	99	96.7	97	94	55	(70)	88(71.5)	(80)	(63)
Asian	100		100	100	94	9	(92)	16(94.1)	(100)	(69)
African American	63	83	63.6	83	73	1	(14)	3(27.3)	(42)	(27)
Hispanic	86	100	100	89	83	3	(40)	6(85.7)	(89)	(17)
White	95	100	100	99	98	42	(77)	62(71.3)	(81)	(70)
Econ Disadv.	69	91	76.5	83	80	2	(27)	7(41.2)	(50)	(27)

Met Standard is reported in %. Met Standard reports all regular education and special education students tested, not just Snap Shot Day students. Missing data indicates that no information is reported for fewer than 5 students. Commended is reported in actual number of students. Number in parenthesis is % Commended for 2007, 2008, 2009, and 2010.

TAKS WRITING OVERVIEW
2005, 2006, 2007, 2008, 2009, & 2010

	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Fourth Grade Writing	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Comm	Comm	Comm	Comm	Comm
All Students	97	99	95.8	98	99	53	(79)	78(65.5)	(68)	(78)
Asian	100		100	100	100	8	(77)	13(81.3)	(100)	(88)
African American	78	86	63.6	100	88	0	(50)	3(27.3)	(33)	(25)
Hispanic	100	100	100	100	100	2	(40)	3(42.9)	(75)	(67)
White	98	100	96.4	100	100	42	(89)	59(70.2)	(75)	(82)
Econ Disadv.	86	92	88.2	94	93	1	(42)	3(17.6)	(35)	(36)

Writing Ratings:

	2007	2008	2009	2010
Rating 1		3%	2%	0%
Rating 2	48%	25%	25%	14%
Rating 3	48%	52%	57%	51%
Rating 4	10%	19%	17%	34%

Met Standard is reported in %. Met Standard reports all regular education and special education students tested, not just Snap Shot Day students. Missing data indicates that no information is reported for fewer than 5 students. Commended is reported in actual number of students. Number in parenthesis is % Commended for 2007, 2008, 2009, and 2010.

Summary of Campus Plan

Based on campus data, Pebble Creek faculty will strive to increase student engagement in the classroom. We will also focus on the Commended state rating for our African American, Hispanic, and Economically Disadvantaged students in preparation for future AVID classes. The elementary experiences and opportunities prepare the path for students to take advanced course work in the future. In addition, strategies to include higher level thinking opportunities will be incorporated in daily lessons. A cohesive combination of strategies targeted in staff development, grade level and faculty meetings will address student engagement, the continuation of the closure of the achievement gap, differentiating instruction, higher level thinking strategies, and meeting the individual needs of the student. Changes such as the integration of Smartboard technology in every classroom, the teaming for reading & math in second grade, parent classroom surveys, the implementation of the new math and science Scope and Sequence, and the contribution of the reading/math specialists will help us as a campus to target each individual student for success. Improved communication with our Windsor Pointe community will help us to involve and reach out to the students and their families during the school year. The developed plan for Pebble Creek will help us to continue on our journey of success!

