



Campus Improvement Plan 2014-2015

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.

Summary of the Campus Plan

Pebble Creek is a Head Start through fourth grade campus with approximately 600 students and 70 faculty and staff members. The campus serves all Adaptive Behavior students throughout the district in grades Kindergarten through 4th grade and has approximately 100 students that qualify for special education. Approximately 26% of our students are economically disadvantaged, primarily coming from one neighborhood zoned to the school. Our staff remains relatively constant each year, with little or no turnover. The staff is committed to providing a high quality education for all students, meeting individuals where they are and challenging them to reach new heights.

The committee evaluated state test data, authentic assessment data, end of year report card grades, and discipline data. At the end of the summer, administration was able to review the Community Based Accountability data as well. The examined data continues to show gaps in student achievement with our African American and low socioeconomic subgroups, especially in mathematics. Our end of year 2nd grade TEMI data showed a significant percentage of our students scoring below the district benchmark and an increase in our end of year reading levels for 1st grade is an area of focus for the next school year. Our '12-'13 STAAR Data especially portrayed this gap in our fourth grade writing and math scores. However, we made significant improvement in '13-'14 by implementing a more rigorous style of higher level questioning on both our tests and homework. Our African American sub population in both 3rd and 4th grade is still scoring below expectations, even with significant gains on this year's assessment. For the 2014-2015 school year, the faculty will increase student success in the classroom by focusing on students with various levels of academic achievement and ability. Teachers will be provided the opportunity for extended planning time with specialists to enhance the quality and rigor of instruction in the classroom. Teachers will continue to study the workshop model of instruction and more fully integrate it into their classrooms. Research based instructional strategies will be implemented in all classrooms for the various subgroup populations, such as our low socio-economic and African American students as well as high achievers and the gifted and talented students. Our Student Intervention Team process will be more deliberate and explicit with expectations for interventions, especially targeting struggling learners in 3rd and 4th grade. Our administration, this year will meet weekly with the leadership and support team and will meet monthly with each grade level teacher to discuss each and every students progress to ensure that all students needs are being met adequately. Due to increased rigor in state assessments, staff members will need to incorporate higher level thinking opportunities in daily lessons and questioning will challenge students to think at higher cognitive levels.

Faculty staff development will focus on questioning strategies to push students' thinking and problem solving, integration of relevant technology into the classroom, continued training in the implementation of the workshop model for literacy, math fluency and work stations, and increased implementation of Conscious Discipline in classrooms campus wide. Safe and Civil Schools/CHAMPS training will be provided to all staff members to teach strategies for positive behavior support intervention. Yearlong analysis of data from leading indicators such as grades, attendance and discipline data, authentic assessments, benchmarking and universal screeners will promote dialogue among staff members and administration. 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 and narrow the gap between high and low achieving students across the campus.

**Pebble Creek Elementary
Goals and Objectives
2014-2015**

Goal 1: All students will achieve academic success.

Objectives:

- A. All students (including student subgroups) will score at or above grade level in literacy and math.
- B. All students (including student subgroups) will score Level II Satisfactory or above on all tested grade levels and subjects areas on state assessments.
- C. Level III Advanced performance will exceed the state average at all tested grade levels and subject areas on state assessments.

Goal 2: Educational opportunities will meet the unique academic, social, and emotional needs of all students.

Objectives:

- A. Students will be provided instruction based on their language needs using ESL instructional strategies.
- B. Students will engage in activities to promote higher level thinking skills and develop skills for real-world applications.
- C. Interventions will be provided for students struggling in literacy and math.
- D. Interventions for all students will be provided and documented prior to making a referral for special education testing.

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

Objectives:

- A. Utilizing curricular calendars and district scope and sequence, each grade level curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.
- B. On-going professional development will support district curriculum initiatives and instructional strategies will be implemented so that students are engaged at all learning levels.

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

Objectives:

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

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

Objectives:

- A. Pebble Creek Elementary will comply with the district's Emergency Operations Plan and Code of Conduct.
- B. Procedures for managements of student behavior will be consistent across the campus.
- C. Behavior management plans will serve the needs all of students.

**Campus Improvement Plan Committee
2014 - 2015**

NAME	POSITION
Janet Adair	4 th Grade Teacher
Jennie Bennett	1 st Grade Teacher
Dana Brown	Enrichment Specialist
Penny Byrne	2 nd Grade Teacher
Lauren Guest	4th Grade Teacher
Debbie Kellen	Kindergarten Teacher
Linda Lee	Special Education Teacher
Annette Roraback	Principal
Becky Rowlett	Reading Specialists
Josh Symank	Academic Coordinator
Jeremy Stewart	Adaptive Behavior Teacher
Judy Weir	4 th Grade Teacher
Mackenzie Zumwalt	Counselor

Goal 1: All students will achieve academic success.

- A. All students (including student subgroups) will score at or above grade level in literacy and math.
- B. All students (including student subgroups) will score Level II Satisfactory or above on all tested grade levels and subjects areas on state assessments.
- C. Level III Advanced performance will exceed the state average at all tested grade levels and subject areas on state assessments.

Summative: Running records, Math CBMs, TEMI data, report card grades, and state assessment results will reflect student progress and achievement.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Grade levels K-4 will implement the revised CSISD Math & Science Scope and Sequence. Teachers will participate in extended planning and observation sessions in grade level and vertical teams to connect from one grade level to the next in order to align the curriculum.	Principal, Academic Coordinator, Math Specialist	Director of Curriculum, Math Specialists	Sept-May	STAAR Math Test, CBMs, TEMI data, report card grades, Walk Through data
2	Math teachers will develop math thinking and questioning strategies into weekly math instruction through number talks, math menus, and math stations.	Principal, Academic Coordinator, Math Teachers	Campus IC, Math Specialist, Director of Curriculum	Aug-May	STAAR Math Test, CBMs, report card grades, Walk Through data
3	Math teachers will identify and address “hot spots” from CBMs to design reteaching and intervention lessons.	Principal, Academic Coordinator, Math Specialist	Study Island, Think Through Math, iPad apps, tutoring materials, TEMI interventions, Reads & Counts tutors	Aug-May	STAAR Math Test, Kim Sutton fluency assessments, CBMs, report card grades, Walk Through data

4	Grade levels K-2 will utilize TEMI data to plan math instruction and intervention. Teachers will research programs/apps more appropriate for intervention in the lower grades.	Principal, Academic Coordinator, Math Specialist, Math teachers	Math Specialist	Sept-May	STAAR Math Test, CBMs, report card grades
5	Grades 1-4 will utilize the computer programs Study Island (3 rd grade), Education City (K-2), and Star Fall More (K-1) to remediate math concepts.	Academic Coordinator, Math teachers	Technology, \$1200.00	Sept-May	STAAR Math Test, CBMs report card grades,
6	Use IXL.com computer software campus wide grades K-4 to improve math skills.	Enrichment specialist, Math specialist, Math teachers	IXL.com computer software site license, PTO, \$2400	Sept-May	STAAR Math Test, CBMs, report card grades
8	Full implementation of Writer's Workshop into K-4 classrooms. Teachers will participate in extended planning and observation sessions in grade level and vertical teams to connect from one grade level to the next in order to align the curriculum.	Principal, Academic Coordinator, Literacy Specialists, Curriculum Council	Units of Study in Writing, CSISD ELA Curricular Calendar, A Curricular Plan for the Writing Workshop	Aug-May	Writing benchmark data, STAAR writing test, report card grades, Walk Through Data
9	Full implementation of Reader's Workshop into K-4 classrooms. Teachers will participate in extended planning and observation sessions in grade level and vertical teams to connect from one grade level to the next in order to align the curriculum.	Principal, Academic Coordinator, Literacy Specialists, Curriculum Council	Units of Study in Reading, CSISD ELA Curricular Calendar, A Curricular Plan for the Reading Workshop	Aug-May	Running Record data, STAAR reading test , report card grades, Walk Through Data

10	Reading instruction will be differentiated for each student by grouping students according to reading level and utilizing a variety of instructional strategies.	Classroom Teachers, Reading Specialists, Librarian	Campus and Library Funds, SCE Funds - \$1000 Fountas & Pinnell Assessment Kits K-4, TPRI, LLI kits, FCRR, leveled literacy library	Aug-May	Running Record and TPRI data, STAAR reading test , report card grades, Walk Through Data
11	Instruction in all subject areas will include higher level thinking opportunities, higher level questioning during lessons through teacher think alouds, and higher level assessment strategies (analysis, synthesis, and evaluation).	Principal, Academic Coordinator, Classroom Teachers	Enrichment Specialist, Reading & Math Specialists	Aug-May Grade Level Meetings, Faculty Meetings	STAAR Results, Advanced Ratings, Walk Through data
12	Create and align common vocabulary across all grade levels and subject areas.	Principal, Academic Coordinator, Classroom Teachers	Instructional specialists, CSISD curriculum	Aug-May Grade Level Meetings, Faculty Meetings	STAAR results, walk through data
13	Project Based Learning will be a focus of staff development.	Principal, Academic Coordinator, Enrichment Coordinator	Instructional specialists, CSISD curriculum	Aug-May	Walk through data
14	Administrative and Support Staffs will meet each 4 weeks with grade level teams to analyze leading indicator data for students. Grade level teams will meet together with support staff to formulate a plan of action for addressing student needs.	Principal, Academic Coordinator, Classroom teachers	Leading Indicator data, Authentic assessment data, TEMI and CBM data	Aug-May	Grade and discipline data, STAAR test results, Running Record data, CBM data
15	Tutoring intervention grades 1-4 during the school day. Homework help will be provided by grade level teachers in the morning.	Principal, Academic Coordinator, SIT	Grade level teachers, campus funds, LLI kits, TEMI	Sept - May	STAAR results, Running Record data, report

			interventions		card grades
14	<p>Follow state and district guidelines for attendance.</p> <ul style="list-style-type: none"> • Letters to notify of absences • Conference with principal • Home visits • Attendance committee 	Principal, Attendance Clerk, Academic Coordinator	Computer Services, Eschool	Aug-May	TEA School Report Card

Goal 2: Educational opportunities will meet the unique academic, social, and emotional needs of all students.

Objectives:

- A. Students will be provided instruction based on their language needs using ESL instructional strategies.
- B. Students will engage in activities to promote higher level thinking skills and develop skills for real-world applications.
- C. Interventions will be provided for students struggling in literacy and math.
- D. Interventions for all students will be provided and documented prior to making a referral for special education testing.

Summative: Leading indicator and state assessment data

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	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, TELPAS
2	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

3	<p>Students will be provided with the appropriate opportunities for enrichment using the Renzuli school-wide enrichment model through Type 1 activities:</p> <ul style="list-style-type: none"> • District and campus Art Shows • Music/P.E. Programs for each grade level • Community Speakers • Brown Bag Specials • Enrichment Days • Pull-out program for identified G/T students K-4 • UIL Academic Competition • Spelling Bee • Discovery Groups for Talent Pool Students • School clubs such as Scrabble and Chess • Lego Robotics Program • Explore Destination Imagination/Odyssey of the Mind • Junior Great Books 	<p>Enrichment Coordinator, Academic Coordinator, Principal, Classroom Teachers, Art, Music, Computer, P.E. Teachers, PTO Board Members, and Parents</p>	<p>Curriculum Director, Staff Time, Activity Funds, Enrichment Budget (PC)</p>	<p>August - May</p>	<p>Parent, teacher, student survey addressing curriculum to determine effectiveness of the enrichment program.</p>
4	<p>Increase student use of interactive technology, such as SMARTBoards, iPads, iTouch, and Senteo systems in each campus classroom. Professional development on how to integrate technology into the classroom will be offered.</p>	<p>Principal, Academic Coordinator, and Technology Integration Specialist</p>	<p>Staff development, online resources</p>	<p>Aug-May</p>	<p>Walk Through data, Lesson Plans</p>

5	GT Teacher Cadre will meet and plan programming to enrich students in GT Cluster classrooms (as decided by the enrichment specialist/administration).	Principal, Academic Coordinator, Enrichment Specialist	Staff development materials	Aug-May	STAAR Commended rating data
6	Implement intervention training and Response to Intervention (RTI) Tier 1, 2, and 3 strategies for identified students through a district decided management system.	SIT Committee Classroom Teachers, Principal, Academic Coordinator, Counselor, LSSP	CSISD Special Education Dept., Campus assigned LSSP	Aug-May	Number of special education referrals
7	Provide staff development that focuses on RTI strategies for diverse learners in the classroom. Training to focus on strategies for students who are: <ul style="list-style-type: none"> • Autistic • ADHD • ED 	SIT, Counselor, Principal, Academic Coordinator	Campus assigned diagnostician and LSSP, CSISD Curriculum and Instruction, Special Education Dept.	Aug-May	Number of special education referrals
8	Leadership and Support team will meet weekly to review student progress	Principal	Administration, Support Team	Aug-May	Number of students referred to SIT, benchmark and end of year assessment data
9	Adaptive Behavior staff will provide general education support for AB students in the regular education classroom.	Principal, Academic Coordinator, AB teacher	Director of Special Services, LSSP, Classroom Teachers	Aug – May	Walk Through data
10	Administrators, Counselor, Behavior Specialist, and LSSP will provide student intervention behavior support for identified students. Examples: Tough Kid Toolbox, Friendship group, classroom observations, teacher	Principal, Academic Coordinator, Counselor, LSSP	Director of Special Services, Campus Diagnostician, Classroom Teachers	Aug-May	Number of special education referrals and office referrals

	coaching, mentors from AMCHS/TAMU, etc.				
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Goal 3: Educational practices will be predicated on scientifically based research.

Objectives:

- A. Utilizing curricular calendars and district scope and sequence, each grade level curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.
- B. On-going professional development will support district curriculum initiatives.

Summative: Classroom Walk-Through data, STAAR data, and Math and Literacy Assessments

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Teachers will attend workshops, conferences, and staff development on innovative, instructional strategies/practices to improve instruction and then share their learning with colleagues in faculty meetings.	Principal, Academic Coordinator, classroom teachers	Central Office, Texas A&M, Region VI, TEA	Aug-May	Literacy Assessments, Classroom Observations, Lesson Plans, STAAR
2	Teachers will participate in classroom observations such as, "Grand Rounds", to improve their instructional practices using the district "Coaching Crew" model.	Principal, Academic Coordinator	Coaching Crew, Support Team, extra teacher help	Sept – May	Walk Through Data

3	<p>Staff development will address:</p> <ul style="list-style-type: none"> • Instructional strategies • Technology training • Math workstations • Conscious Discipline, Safe and Civil Schools, Positive Behavior Support Intervention, CHAMPS, Tools for your Toolbox • High Level Questioning Practices • Read, Think, Write/Writing Across the Curriculum • Creativity, Choice, Customization, Rigor, Relationships, Relevance 	Principal, Academic Coordinator, Instructional Coach, Grade Level Leaders Reading, Math, and Enrichment Specialists	Central Office, Region VI, Lead4Ward,	Aug-May	Math and Literacy Assessments, Walk-Through data, STAAR data, referral data
4	Campus instructional focus will address: writing, technology integration, math workstations, higher level questioning strategies, Conscious Discipline, CHAMPS, and Safe and Civil Schools.	Principal, Academic Coordinator	Instructional Coach, Curriculum Director, Enrichment Specialist, Reading/Math Specialists	Aug-May	Math and Literacy Assessments, Walk-Throughs, STAAR data
5	Administrative walk-throughs will focus on student centered learning.	Principal, Academic Coordinator	Eduphoria walk through form	Aug-May	Walk Through Observation Data
6	Professional Learning Communities (PLCs) will meet once a month in “Chalk Talks” to address curriculum and instruction issues and current events.	Support staff, Principal, Academic Coordinator	Administration and Support staff, Central Office staff	Sept-April	Walk Through Observation Data, teacher response/reflection

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

Objectives:

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

Summative: Parent Surveys

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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 for Life, Students: United Way & Jump Rope for Heart), VIPs, Carnival, 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, 4 th grade CORE Etiquette Class, and Family Movie Night, Math Family Night, Literacy Café at the end of the year for all grade levels, etc.	Principal, Academic Coordinator, Faculty	PTO, Central Office	Aug-May	Number of parents and community members participating
2	Investigate chartering a bus to bring students from our low SES neighborhoods to school events (Meet the Teacher, Book Fair, Candy Cane Fun Run, etc...	Principal, Academic Coordinator	Transportation	Fall 2013	Staff reflection, documentation of support

3	Teachers will meet with all parents face to face during the month of parent conferences. (100% participation)	Principal, Academic Coordinator, Counselor	Classroom teachers	October	Conference log
4	Continue Panthers Helping Panthers to support families in need of assistance. Examples: <ul style="list-style-type: none"> • Backpack/school supplies program • Food Backpacks • Provide assistance as needs arise • School-wide service projects • Adopt a family for Christmas tree project 	Counselor, Nurse, Family Facilitator, Parent liaison	PTO	Aug – May	Staff reflection, Documentation of support provided
5	Staff visit to the Windsor Pointe community Examples: <ul style="list-style-type: none"> • Feeder campuses administrators' visits in the fall and spring • Face-to-Face home visit/parent conferences with families who don't come to Parent Conference Day in October • Contact Windsor Point security personnel to improve safety for students/family 	Principal, Academic Coordinator, Counselor, School Nurse	Counselor, Secretary	September/October and January/February	Staff reflection and checklist of number of families visited
6	Provide parent support group (Chattin' with the Counselor) to help parents manage child behaviors, teach	Principal, Counselor	Counselor	August – May (monthly meetings)	Parent Survey data

	Conscious Discipline language for parents to utilize at home, and introduction of Second Step curriculum.				
7	For Grades 3-4, provide a STAAR preparation meeting to inform parents on the requirements, rigor of the test, strategies used at school and home.	Principal, Academic Coordinator, Counselor	Instructional Specialists, STAAR release tests	Fall Semester	STAAR test data
8	For Grades K-2, provide a parent information packet for strategies to use at home.	Principal, Academic Coordinator, Counselor	Instructional Specialists, classroom teachers	Fall Semester	Benchmark assessments


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

Objectives:

- A. Pebble Creek Elementary will comply with the district’s Crisis Management Plan and Code of Conduct.
- B. Pebble Creek Elementary will foster a positive, learning environment which is inviting to students, parents, and faculty.

Summative: Office Referrals, Drill Observations, Staff/Parent Feedback

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	The AED/CPR Team and Team Leaders will address safety issues during regularly scheduled meetings.	Counselor, Academic Coordinator, Principal	Region VI, Central Office	Aug-May	Minutes of Safety Team meeting, Minutes of Team Leader meetings
2	Pebble Creek faculty will conduct fire, disaster, and emergency drills as required or needed.	Academic Coordinator, Secretary, Principal	Central Office	Aug-May	Monthly safety drill log

3	School safety skills will be taught in morning assembly and reinforced daily in classrooms.	Principal Academic Coordinator Counselor	Curriculum Materials	Aug-May	Office referral data
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	2 nd Step Curriculum Region VI, Central Office	Aug-May	Lesson Plans
6	<p>Panther Pride and our guiding principles, SMART Panther, will be taught and reinforced at all grade levels and across the campus by focusing on a guiding principle each month. Monthly recognition for 2 students per class will be given at morning assembly and by eating on the stage at lunch (families invited).</p> 	Behavior Leadership Team, School Faculty Members	Counseling Curriculum, Teacher Handbook, Student Handbook	Aug-May	Observations
8	All staff members will obtain or maintain their Crisis Prevention Intervention (CPI) certification each academic year. Staff training will focus on verbal de-escalation techniques.	Principal, Academic Coordinator	Special Education Office	Fall Semester	CPI Certificates
10	A Safe and Civil Schools/Conscious Discipline Team will be maintained to discuss campus discipline concerns and continue facilitating ideas to address the need for Tier 2 and Tier 3 discipline interventions for students who have frequent office referrals.	Principal, Academic Coordinator, Counselor	Faculty members, LSSP, AB behavior specialist	August - May	Office Referral Data

Staff Development Plan 2014 - 2015

August Staff Development Plan

Friday, August 15 th	CSISD Ready Rally and Team Building
Monday, August 18 th	Tools in your Behavior Toolbox and CHAMPing Pebble Creek
Tuesday, August 19 th	GT Training- Think Alouds, The RtI Process and Extended Planning
Wednesday, August 20 th	District Wide Staff Meetings and Kinder Orientation
Thursday, August 21 st	½ Day District Meetings or extended planning, ½ Workday and Meet the Teacher
Friday, August 22 nd	CPI training and ½ Workday

½ Day Staff Development Plan

Wednesday, November 14 th	½ Day Read, Think, Write incorporated with higher level questioning for all subjects
Wednesday, January 28 th	½ Day Read, Think, Write redefining word problems
Wednesday, April 15 th	½ Day TCEA Debrief and Technology Rotations
Saturday, May 30 th	½ Day Staff Celebrations

Faculty Meetings

Tuesday, September 16 th	Introduction of the new reading incentive program for students
Tuesday, October 14 th	Curriculum and Instruction
Tuesday, November 18 th	Curriculum and Instruction
Tuesday, December 16 th	Teambuilding
Tuesday, January 20 th	Curriculum and Instruction
Tuesday, February 17 th	Curriculum and Instruction
Tuesday, March 24 th	STAAR Writing Training for Grade 4
Tuesday, April 14 th	STAAR Reading and Math Training for Grades 3 & 4
Tuesday, May 19 th	Staff Celebrations

SUMMARY OF PEBBLE CREEK NEEDS ASSESSMENTS FINDINGS

Grade 3: Mathematics and Reading

Texas Education Agency Rating: TBD

Prioritized Areas of Concern	Data Source	Data Shows
Math Scores: All Students	2014 STAAR Data	86% of 3 rd graders were Level II Satisfactory; 41% were Level III Advanced. A total of 99 students were tested.
Math Scores: African American	2014 STAAR Data	45% of AA 3 rd graders were Level II Satisfactory; A total of 11 AA students were tested.
Math Scores: Econ. Disadvantaged	2014 STAAR Data	52% of Economically Disadvantaged were Level II Satisfactory; 10% were Level III Advanced. A total of 21 Economically Disadvantaged students were tested.
Math Scores: Gifted and Talented	2014 STAAR Data	100% of GT 3 rd graders were Level II Satisfactory; 85% were Level III Advanced. A total of 13 students were tested.
Math Scores: At-Risk	2014 STAAR Data	67% of 3 rd graders were Level II Satisfactory; A total of 9 students were tested.
Reading Scores: All Students	2014 STAAR Data	88% of 3 rd graders were Level II Satisfactory; 40% were Level III Advanced. A total of 98 students were tested.
Reading Scores: African American	2014 STAAR Data	55% of AA 3 rd graders were Level II Satisfactory; 9% were level III Advanced. A total of 11 AA students were tested.
Reading Scores: Econ. Disadvantaged	2014 STAAR Data	62% of Economically Disadvantaged were Level II Satisfactory; 19% were Level III Advanced. A total of 21 Economically Disadvantaged students were tested.
Reading Scores: Gifted and Talented	2014 STAAR Data	100% of GT 3 rd graders were Level II Satisfactory; 77% were Level III Advanced. A total of 13 students were tested.
Reading Scores: At-Risk	2014 STAAR Data	56% of 3 rd graders were Level II Satisfactory; 22% were Level III Advanced. A total of 9 students were tested.

SUMMARY OF PEBBLE CREEK NEEDS ASSESSMENTS FINDINGS

GRADE 4: Mathematics, Reading, and Writing

Texas Education Agency Rating: TBD

Prioritized Areas of Concern	Data Source	Data Shows
Math Scores: All Students	2014 STAAR Data	87% of 4th graders were Level II Satisfactory; 48% were Level III Advanced. A total of 126 students were tested.
Math Scores: African American	2014 STAAR Data	40% of 4 th grade AA were Level II Satisfactory.
Math Scores: Econ. Disadvantaged	2014 STAAR Data	54% of Economically Disadvantaged were Level II Satisfactory; 4% were Level III Advanced; A total of 24 Economically Disadvantaged students were tested.
Math Scores: Gifted and Talented	2014 STAAR Data	100% of GT 4th graders were Level II Satisfactory; 95% were Level III Advanced. A total of 22 students were tested.
Math Scores: At-Risk	2014 STAAR Data	45% of 4th graders were Level II Satisfactory; 10% were Level III Advanced. A total of 20 students were tested.
Reading Scores: All Students	2014 STAAR Data	90% of 4th graders were Level II Satisfactory; 38% were Level III Advanced. A total of 128 students were tested.
Reading Scores: African American	2014 STAAR Data	60% of AA 4th graders were Level II Satisfactory. A total of 15 AA students were tested.
Reading Scores: Econ. Disadvantaged	2014 STAAR Data	71% of Economically Disadvantaged were Level II Satisfactory. A total of 24 Economically Disadvantaged students were tested.
Reading Scores: Gifted and Talented	2014 STAAR Data	100% of GT 4th graders were Level II Satisfactory; 68% were Level III Advanced. A total of 22 students were tested.
Reading Scores: At-Risk	2014 STAAR Data	64% of 4th graders were Level II Satisfactory. A total of 22 students were tested.
Writing Scores: All Students	2014 STAAR Data	94% of 4th graders were Level II Satisfactory; 21% were Level III Advanced. A total of 124 students were tested.
Writing Scores: African American	2014 STAAR Data	77% of AA 4th graders were Level II Satisfactory. A total of 13 AA students were tested.
Writing Scores: Econ. Disadvantaged	2014 STAAR Data	82% of Economically Disadvantaged were Level II Satisfactory. A total of 22 Economically Disadvantaged students were tested.
Writing Scores: Gifted and Talented	2014 STAAR Data	100% of GT 4th graders were Level II Satisfactory; 55% were Level III Advanced. A total of 22 students were tested.
Writing Scores: At-Risk	2014 STAAR Data	68% of 4th graders were Level II Satisfactory. A total of 19 students were tested.

SUMMARY OF PEBBLE CREEK NEEDS ASSESSMENTS FINDINGS

Percentage of students <u>reading at or above grade level</u> at the end of 1st grade	100-90%	80-89%	70-79% X (77%)	Less than 70%
Percentage of students passing 3rd grade reading STAAR	95% or Greater	90% to 95%	80% to 89% X (88%)	Less than 80%
<u>Percentage of 2nd grade students scoring</u> average or above on the end of year Texas Early Math Inventory (TEMI-PM)	100-90%	80-89%	65-79% X (69%)	Less than 65%

ALL GRADES: Attendance and Foundations

Prioritized Areas of Concern	Data Source	Data Shows
Attendance: All Students	2013-14 PEIMS Report	PCE had an overall attendance rate of 97.2% for 2013-2014. In comparison to 2012-2013, we actually increased 3 tenths.
Attendance: African American	2013-14 PEIMS Report	AA students attended school 96.1% of the days. This is down three tenths from 2012-2013.
Attendance: Econ. Disadvantaged	2013-14 PEIMS Report	Economically Disadvantaged students attended school 95.9% for 2013-2014. This is down one tenth from 2012-2013.
Attendance: Gifted and Talented	2013-14 PEIMS Report	GT student attended school 98.4% for 2013-2014. This is a 1% increase from 2012-2013.
Attendance: At-Risk	2013-14 PEIMS Report	At-risk students attended school 96.1% in 2013-2014. This is down 4 tenths from 2012-2013.

Discipline Data 2013-2014

Incident Description		American Indian	Asian	Black	Hispanic	Multi-Ethnic	White	Not Sped	Sped	Elig Free/Red	Not Elig Free/Red	Total
107	Assault Not Employee						1		1	1		1
	Assault on Employee				2	1		2	1	3		3
	Bully/Provoke fight		2	10	9		10	26	5	18	13	31
	Disruptive in Class	1		4			1	3	3	5	1	6
	Insubordination			5	1			4	2	5	1	6
	Left class with no pass			2			1	3		2	1	3
	Problem with other Student			6	1		6	11	2	7	6	13
	Profanity		2					2			2	2
	Theft						2	2			2	2
	Unruly Behavior		1	9	3			12	1	12	1	13
	Violation of Student Code/Conduct			2			1	1	2	3		3
Weapon, other			1				1		1		1	
Total		1	5	39	16	1	22	67	17	57	27	84