

# Pebble Creek Elementary

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



## Campus Improvement Plan 2015-2016



## Executive Summary

Pebble Creek Elementary is a Head Start through fourth grade campus with approximately 530 students and 65 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 who qualify for special education. Approximately 27% 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.

During the Spring of 2015, the campus Curriculum Council met several times to discuss the state of our campus, assessing the changes that have occurred in the last eight years with district and state expectations and staff and student populations. The decision was made to revise our campus mission and vision. Our district vision is Success...Each Life...Each Day...Each Hour. The mission of Pebble Creek Elementary School is to inspire students to be risk takers and world thinkers, building strong foundations and growing real relationships for success in our changing world. Pebble Creek Elementary staff and students will make a daily commitment to INSPIRE: **I** will **N**urture **S**uccess through **P**erseverance, **I**ntegrity, and **R**elationships **E**veryday.

The committee evaluated state test data, authentic assessment data, and Community Based Accountability data as well. The examined data continues to show gaps in student achievement with our African American and low socio-economic subgroups, especially in mathematics. Our end of year 2nd grade TEMI data showed 16% of our students scoring below the district benchmark. We made progress from last year's percentage of 25%, however, we still feel like our students should be performing at a higher level in the younger grades. Running record reading data for our end of year reading levels for 1st grade shows that 84% of our students scored at or above average compared to last year's 77%. This is, however, is still an area of focus for the next school year. Our 2015 Spring STAAR Data shows that our low socioeconomic and African American students continue to perform below expectations. However, we made significant improvement in '14-'15 by implementing a more rigorous style of higher level questioning on classwork, tests and homework.

For the 2015-2016 school year, faculty will increase student success in the classroom by focusing on students with various levels of academic achievement and ability. Teachers will be provided the opportunity for extended planning time with specialists to enhance the quality and rigor of instruction in the classroom. Teachers will continue to study the workshop model of instruction and 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. Our administration will meet weekly with the leadership and support team and monthly with each grade level teacher to discuss each and every student's progress to ensure that all students' needs are being met adequately. Due to increased rigor in state assessments, staff members will continue to incorporate higher level thinking opportunities in daily lessons and questioning will challenge students to think at higher cognitive levels.

Faculty staff development will focus on intervention and questioning strategies to push students' thinking and problem solving, integration of relevant technology into the classroom, continued training in the implementation of the workshop model for literacy, math fluency and work stations, and increased implementation of Conscious Discipline in classrooms campus wide. The Social Emotional Leadership Team will work with all staff members to teach strategies for positive behavior support intervention. Yearlong analysis of data from leading indicators such as grades, attendance and discipline data, authentic assessments, benchmarking and universal screeners will promote dialogue among staff members and administration. Improved communication and outreach programs with our Windsor Pointe community will help us to involve the students and their families during the school year.

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

<b>Goal 1</b>	<b>All students will successfully complete rigorous and relevant coursework that will prepare them for their future.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Ensure that all students have access to rigorous and engaging curriculum and technology that enable them to be risk takers and world thinkers.</li> <li>2. Develop strong foundations through differentiation and inclusive practices to meet the needs of all students.</li> </ol>
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<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Teachers will follow District Curriculum and Instructional practices in all content areas, with an emphasis in Science, Literacy, Math and Technology. We will:             <ol style="list-style-type: none"> <li>a. Integrate curriculum across content areas</li> <li>b. Design higher level instruction and questioning based on the TEKS</li> <li>c. Customize instruction to allow students to progress in their thinking at higher levels</li> </ol> </li> <li>2. Teachers will use the Tour of Knowledge as a tool to design instruction and questioning across content areas.</li> </ol>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
		Campus Admin.	Local funds	Ongoing Aug.-May
	Campus Leadership Team	Staff Time in extended planning		
	Technology Integration Specialist	Staff Time in vertical team meetings		
	Leadership team	Eduphoria Staff time		

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

<b>Goal 2</b>	<b>Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Students will be provided instruction based on their language needs using ESL instructional strategies.</li> <li>2. Students will engage in activities to promote higher level thinking skills and develop skills for real-world applications.</li> <li>3. Interventions for all students will be provided and documented prior to making a referral for special education testing.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
1. A committee of staff will explore Project Based Learning/Genius Hour.	-GT Specialist	-Staff time -Local funds	-Sept-Nov.
2. Teachers with 504 and special education students will provide accommodations based on their 504 plan or IEP.	-Special Education Staff		-Aug-May
3. Teachers will provide appropriate interventions for students according to the Response to Intervention Plan.	-Campus Admin. and Support Staff	SCE funds-\$180,800 for salaries and instructional materials	-Aug-May
4. Teachers with ESL students will incorporate the ELPS into their daily lessons.	-Literacy Specialists		-Aug-May
5. Teachers will provide ongoing opportunities for enrichment using the Renzuli school-wide enrichment model. <ol style="list-style-type: none"> <li>a. Teachers will use choice boards and differentiated stations on a daily basis.</li> <li>b. GT cadre teachers will meet periodically throughout the year with a focus on integrating enrichment in stations in math, science, literacy and social studies.</li> </ol>	-GT Specialist		
6. Teachers will integrate technology into daily instruction. <ol style="list-style-type: none"> <li>a. Students will use the open computer lab to complete projects, IXL Math, Study Island, Education City, Raz Kids, Starfall More, Pebble Go, Destiny, etc.</li> <li>b. Teachers will use Smartboards, iPads and Senteos on a regular basis.</li> <li>c. Develop a staff technology team who will provide ongoing technology staff development.</li> </ol>	-Technology Integration Specialist and team -Campus Admin.	-Local funds	Aug-May  Aug-May  September

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>-Data gathered from benchmarks, TEMI, ESTAR, Fountas and Pinnell running records, TPRI</li> <li>-Lesson Plans and Walk Through Data</li> <li>-Calendar for open computer lab to document lab usage</li> <li>-Number and variety of professional development opportunities for staff</li> <li>- <a href="#">Pebble Creek Elementary - Community Based Accountability</a></li> </ul>
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<b>Goal 3</b>	<b>Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. The staff and families will work together to nurture the social and emotional needs of our students.</li> <li>2. Ensure that the Pebble Creek school environment is safe and conducive to learning.</li> <li>3. Build and nurture strong, positive staff relationships.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li>1. All staff members will be CPI trained to ensure that the staff has adequate instruction on de-escalation techniques and appropriate management of crisis situations.</li> <li>2. Develop a committee to enhance the climate and culture of the campus.</li> <li>3. Continue to develop and/or implement positive behavior interventions and supports (PBIS) such as Conscious Discipline, Foundations, CHAMPS, etc. in order to reduce the number of discipline referrals and to address the RTI needs of students.</li> <li>4. Build a strong foundation for social emotional learning.</li> </ol>	Campus Admin CPI certified trainer  Support staff  Social Emotional Leadership Team	Staff Time Local funds	August  September  Aug-May

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Safety and security processes are established</li> <li>- Discipline and referral data will be reflective of student population with no significant disproportionalities noted</li> <li>- Evidence of Conscious Discipline and CHAMPS implementation</li> <li>- Campus and District Administration walk through data</li> </ul>
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<b>Goal 4</b>	<b>Empower families and the community to be full partners in students' educational success.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for families to support their children in the learning process.</li> <li>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.</li> </ol>
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<b>Activities</b>	<b>Person(s) Resp.</b>	<b>Resources</b>	<b>Timeline</b>
1. Windsor Pointe enrichment outreach will take place once in the fall (science) and once in the spring (kite flying).	Principal, Enrichment Specialist	Local funds	October and April
2. Math Day and Literacy Cafés will take place to connect families to student academic progress.	Math and Literacy Specialists		November and Apr-May
3. The Pebble Creek Website will be enhanced in order to be a better resource for families. <ol style="list-style-type: none"> <li>a. Families will have access to online videos to gain a better understanding of instructional strategies that are being used in the classroom.</li> <li>b. Report Card 101 and a Parent Information Packet will be posted on the website.</li> <li>c. School-wide newsletters will be added to the website to update families on upcoming activities and important information.</li> </ol>	Principal and Asst. Principal		Aug-Sept.
4. The school website, School Messenger and district social media outlets will be used to actively communicate with families and community members.	Principal		Aug-May

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

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- Community-based assessment results: <a href="#">link</a> here</li> <li>- State and federal accountability system results</li> <li>- State and local assessment results</li> </ul>
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**Pebble Creek Elementary  
Professional Development  
Plan  
2015-16**

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

**August:** Mission of PC and INSPIRE, Goal setting for PLC's, Coaching, Team Building, Instructional Design, Response to Intervention training/SIT procedures, CPI update training, Tour of Knowledge and High Level Questioning techniques, Technology, CSISD - You Matter Conference

**September:** Technology – setting up classes for RAZ kids, IXL, Study Island, Education City, and Starfall More, website training, Remind, formation of PLC's that will meet all year, Fall book study sign up, Committee sign up, Bullying training, Bloodborne Pathogens and Anaphylaxis, Sexual Harrassment training, FERPA and Dyslexia training for those who need it (EduHero)

**October:** Team Building activity, Social Emotional Leadership Team (SELT) will discuss CHAMPS at Pebble Creek, PLC's (see below), book study (see below)

**November:** Early Release-Coaching, PLC's, Team Building activity

**December:** PLC's, Book Study, SELT- Conscious Discipline, Team Building activity

**January:** Team Building activity, Early Release-Coaching, PLC's, SELT – CHAMPS, Book study

**February:** Team Building activity, PLC's, Book Study

**March:** Team Building activity, STAAR Assessment training, PLC's, Book Study

**April:** Team Building activity, Early Release – Campus Improvement Planning, STAAR Assessment training, PLC's, Book Study

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

Staff will have a choice of book study groups in the spring and fall semesters – Mindset (Dweck), Teaching With Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It (Jensen), Learning for Real (Mills), The Book Whisperer (Miller), Well Played: Build Math Thinking Through Number Games and Puzzles (Dacey, Garland, Lynch), and Step by Step Model Drawing (Forsten)

Staff members were asked to write professional development goals. Based on this input, Professional Learning Community (PLC) groups will be formed based on staff interest and will study the following topics:

**Technology:** technology integration with iPad apps and computer software for intervention, website training, Twitter, Smore newsletters

**Literacy:** reader's and writer's workshop conferencing, fluency, phonics, running record analysis, interventions

**Math:** work stations, interventions

**Science and Social Studies:** inquiry based learning, project based learning

**Climate and Culture:** Teambuilding, communication

**Social and Emotional Learning Team:** CHAMPS and Conscious Discipline will be discussed at each faculty meeting.

**Teambuilding:** Various activities will occur at each monthly faculty meeting

**Staff members will choose from a menu of options at monthly chalk talk and faculty meetings.**

