

Splendora Independent School District
Peach Creek Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Cultivating Exceptional People

Vision

Right People, Right Things, Right Way, Right Resources, Right Relationships

Core Beliefs

BELIEFS - why we act	PRINCIPLES
Student-Focused: We believe the greatest outcomes result when students come first.	Be accountable. Live with integrity. Focus on student needs.
Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.	Value each other.
Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	Ensure a safe physical, emotional, + social environment.
Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.	Develop servant leaders.
Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	Create a dynamic learning environment.

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

Teachers and students will be data informed and develop action plans to promote growth in all subject areas. As well as utilize data trackers to identify areas of strength and growth opportunities. Teachers will determine high priority learning standards based off assessments to support student individual mastery level.

Student Learning & Progress Strengths

Our campus does well at student goal setting using multiple means of measurement and assessments. We demonstrate growth by celebrating growth throughout the school year by growth celebrations throughout the school year. Also, we implemented HQIM materials to increase student academic success through tier 1 instruction.

Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): The campus barrier is that currently multiple student trackers and goal setting forms and templates are being utilized and not aligned across the campus nor the grade levels. **Root Cause:** High Priority learning TEKS not always being identified and these are not what is being tracked by student data trackers in all grade levels.

Student Readiness

Student Readiness Summary

This past year we put many measures in place to ensure student readiness such as, our 6th graders completing the Major Clarity survey to start building on their strengths and talents and for them to start thinking about their career choices, our 4th graders conducted a Business Expo, our students who were interested in Robotics had this opportunity in both the fall and spring semester and our GT students create passion and research projects. Our 6th grade students had student choices for WIN classes and our students had the opportunity to participate in UIL. Also, our 5th and 6th graders gave their voice to the principal multiple times in the year through the Principal Advisory Committee. In the 24-25 school year, we will also be looking into starting a student council as well.

Student Readiness Strengths

Students have opportunities to have a voice in campus decisions, especially our 5th and 6th graders. Student surveys are conducted and data collected helps change processes within the campus. However, it has been proven that many times we are only capturing our students grades 5th and 6th grade more than the other grade levels.

Barriers Identifying Student Readiness Needs

Barrier 1 (Prioritized): Capturing all student voices in all grade levels. **Root Cause:** Committees, clubs and surveys are geared more to our 5th and 6th graders.

Engaged, Well-Rounded Students

Engaged, Well-Rounded Students Summary

Students get celebrated with their noble actions through daily Wildcat Bucks. Also, on Fridays students are celebrated through Happy Dance Award Winners, CKH practices are celebrated focus on students leading good things, classroom ambassadors, student academic growth is celebrated in MAP and mCLASS celebrations, and also, our 6th grade students wanting to become college ready can join the district Rising Scholar Program.

Engaged, Well-Rounded Students Strengths

We do well celebrating students with their academic growth, celebrating student's monthly in monthly awards focusing on student conduct, student growth, CKH practices, servant leadership. Areas of growth for us in the 24-25 school year is ensuring all students have the opportunity to lead CKH practices such as good things, launches, classroom ambassadors.

Barriers Identifying Engaged, Well-Rounded Students Needs

Barrier 1: Ensuring all students have the same opportunities. **Root Cause:** All students leading CKH practices within their classrooms.

Priority Barriers

Barrier 1: The campus barrier is that currently multiple student trackers and goal setting forms and templates are being utilized and not aligned across the campus nor the grade levels.

Root Cause 1: High Priority learning TEKS not always being identified and these are not what is being tracked by student data trackers in all grade levels.

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Capturing all student voices in all grade levels.

Root Cause 2: Committees, clubs and surveys are geared more to our 5th and 6th graders.

Barrier 2 Areas: Student Readiness

Barrier 3: Building capacity in teachers

Root Cause 3: Being intentional with all staff meetings to ensure every meeting is a learning opportunity.

Barrier 3 Areas: Professional Learning & Quality Staff

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation 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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment 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

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Major Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By October 4, 2024, all kinder through 6th grade students will have a data folder to track intentional learning skills for reading and math.</p> <p>Evidence of Success: Student data trackers aligned to the high priority learning teks in math and reading.</p> <p>Staff Responsible: Teachers and instructional leadership team</p> <p>Barriers: Student Learning & Progress 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Identify High Priority Learning Standards Breakdown

Intended Audience: Students

Provider / Presenter / Person Responsible: Teachers - Instructional coaches training and follow through during PLCs

Date(s) / Timeframe: October 4, 2024

Collaborating Departments: Vertical Aligned teachers through PLCs

Staff Responsible: Teachers

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy

Strategy 2: Creating SMART Goals

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Teachers
Instructional Leadership Team

Date(s) / Timeframe: October 2024

Staff Responsible: Teachers Kindergarten-6th grade

TEA Priorities:
Build a foundation of reading and math

Strategy 3: Student Data Tracking (MAP, mCLASS, SBA, etc.)

Intended Audience: Students

Provider / Presenter / Person Responsible: Teachers

Date(s) / Timeframe: October 4, 2024

Collaborating Departments: Instructional Leadership Team

Delivery Method: during PLCs high priority learning teks will be determined

Staff Responsible: teachers

TEA Priorities:
Build a foundation of reading and math

Key Question 1 Barriers:

Student Learning & Progress
Barrier 1: The campus barrier is that currently multiple student trackers and goal setting forms and templates are being utilized and not aligned across the campus nor the grade levels. Root Cause: High Priority learning TEKS not always being identified and these are not what is being tracked by student data trackers in all grade levels.

Pillar 1: Student Learning & Progress





Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Major Change

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By the end of the 24/25 school year, student extracurricular activities will be implemented using student data and surveys to fulfill our students' hopes and dreams.</p> <p>Evidence of Success: student extracurricular activities will be implemented using student data and surveys</p> <p>Staff Responsible: Leadership Team - creating surveys and collecting data Teachers- running the clubs Community Members</p> <p>Barriers: Student Readiness 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Creating a Student Readiness Committee

Intended Audience: students

Provider / Presenter / Person Responsible: leadership team

Date(s) / Timeframe: by September 2024 the committee will be established

Collaborating Departments: Leadership team

Students

Teachers

Delivery Method: surveys

monthly meetings

Staff Responsible: leadership team

Strategy 2: Student surveys - questionnaires and interest surveys

Intended Audience: Students and Teachers

Provider / Presenter / Person Responsible: Leadership team will create the survey and analyze the data

Date(s) / Timeframe: Surveys will be established and sent to students throughout the year- first one by October, second January and third by April.

Collaborating Departments: teachers

Delivery Method: Google Forms

Staff Responsible: Leadership team and teachers

TEA Priorities:

Improve low-performing schools

Key Question 1 Barriers:

Student Readiness
Barrier 1: Capturing all student voices in all grade levels. Root Cause: Committees, clubs and surveys are geared more to our 5th and 6th graders.

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Initial Status: Minor Change

Pillar 3: Engaged, Well-Rounded Students





Key Question 1: To what degree do students demonstrate noble actions?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By December 20, 2024, students will be given opportunities to lead CKH practices (Good Things, Ambassadors & Launches) observed in all classrooms 85% of the time.</p> <p>Evidence of Success: 85%</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Implementing CKH practices using CKH premium accounts

Intended Audience: students

Provider / Presenter / Person Responsible: teachers responsible for implementing practice, principal and process champions responsible for campus implementation

Date(s) / Timeframe: December 20, 2024

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain

Pillar 4: Community Engagement & Partnerships





Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Teacher have voiced and surveys have shown that teachers want to feel more connected with one another across the grade levels and teachers need better communication from the leadership team.</p> <p>Evidence of Success: Teachers will participate in faculty meetings as a learning opportunity to help increase the instruction in classrooms.</p> <p>Staff Responsible: Leadership Team Teachers</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Teachers will participate and facilitate faculty meetings and PD days to help their colleagues increase the instruction in classrooms.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Leadership Team
Teachers

Date(s) / Timeframe: March 14, 2025

Collaborating Departments: Teaching and Learning Department

Delivery Method: In person and virtual if needed

Staff Responsible: Leadership Team
Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- Targeted Support Strategy - Additional Targeted Support Strategy

Key Question 1 Barriers:

Professional Learning & Quality Staff

Barrier 1: Building capacity in teachers **Root Cause:** Being intentional with all staff meetings to ensure every meeting is a learning opportunity.

Pillar 5: Professional Learning & Quality Staff





Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain but Consider a Change

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Minor Change

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: By March 14th 2025 (last campus PD day), we will use intentional strategies to continuously induct our staff with our strategic plan.</p> <p>Evidence of Success: 100% of our campus PD days will be learning opportunities aligned to our strategic plan</p> <p>Staff Responsible: Campus Leadership Team Campus Design Team</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Year Long PD Schedule

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Principal
Instructional Coaches
Asst. Principals
Counselor

Date(s) / Timeframe: By March 12, 2025

Collaborating Departments: Teaching and Learning

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2: Instructional Design Meetings to internalize curriculums

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Instructional Coaches

Date(s) / Timeframe: December 2024

Collaborating Departments: Teaching and Learning

TEA Priorities:

Recruit, support, retain teachers and principals

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Maintain