College Station ISD

Pebble Creek Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

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

Vision

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

Collective Commitments

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Pebble Creek Elementary has experienced steady growth in enrollment, gaining more than 40 new students in the 2024–2025 school year alone. Currently, about 31% of students are economically disadvantaged and 20% receive special education services. Average daily attendance remains steady at around 95%.

Student learning data shows encouraging progress. Pebble Creek earned an A in student growth on STAAR this year, an 11-point increase from last year. Special education students also showed gains in meeting growth targets on both STAAR and MAP assessments. While STAAR Reading performance has continued to rise, MAP Reading scores have not reflected the same level of growth. In addition, achievement gaps remain for special education, African American, Hispanic, and economically disadvantaged students, who are not performing at the same levels as their peers.

School programs and processes highlight both strengths and areas for growth. Teachers create engaging learning experiences across the campus, and staff are committed to supporting students through PBIS tools like Dojo and PAWS. However, consistency in applying school-wide expectations and communicating behavior consequences remains a need. PLC practices are not yet fully consistent across all grade levels, particularly in the use of common formative assessments and data discussions. Staff have also expressed the need for clearer processes in RTI/MTSS, behavior supports, and counselor access, as well as more defined systems to support communication and collaboration.

Perceptions from families and staff point to Pebble Creek as a welcoming, positive school where students feel supported. Parents appreciate communication through newsletters and Remind, while also wanting clarity and consistency around student expectations and behavior. Staff value the collaborative culture on campus and express a desire for more opportunities to share their voices and be involved in shaping decisions.

Taken together, the needs assessment highlights both the strengths of Pebble Creek and the areas where continued growth is needed. By focusing on consistency, communication, and targeted support for underperforming groups, the campus can continue building on its positive culture while ensuring success for every student.

Demographics

Demographics Summary

Pebble Creek Elementary is a diverse and growing campus serving just over 620 students, placing the school at full building capacity. Enrollment has increased by 40–50 students each year, and the campus is now operating at maximum capacity in both enrollment and classroom space.

The student population is approximately 70% White, 14% African American, 10% Asian, 4% Hispanic, 3% Two or More Races, and 1% Native American. About 28.5% of students are Economically Disadvantaged, nearly 20% receive Special Education services, 7% participate in the Gifted and Talented program, and 7.7% are identified as Emergent Bilingual/ English Learners. Pebble Creek also serves as the home campus for several district programs, including Adaptive Behavior, CASL, and Pre-K.

The school employs about 40 full-time teachers and 63 total staff members, averaging more than 11 years of teaching experience. Class sizes range from 18–22 students, which is within state guidelines and supports individualized instruction.

In 2024–25, the campus maintained an average daily attendance (ADA) of 95.8%, with rates ranging from 94.9% to 96.7% across grading periods. Chronic absenteeism was 4.2% for the year. For 2025–26, the target ADA is 96.3%, an increase of 0.5 percentage points.

Opportunities for Growth (Demographics):
With nearly one in five students receiving Special Education services and a growing population of Economically Disadvantaged and Emergent Bilingual students, there is a need to strengthen targeted supports and resources that meet the diverse needs of all learners. Attendance also remains an area of focus, as increasing ADA from 95.8% to 96.3% will require ongoing communication with families, consistent monitoring, and strategies to reduce chronic absenteeism.

Demographics Strengths

- The campus maintains a strong attendance rate, with a trend toward improvement.
- The teaching staff is highly experienced, averaging more than 11 years in the classroom, which supports instructional quality and consistency.
- Pebble Creek benefits from a highly engaged school community. Many families move into the area specifically to attend Pebble Creek Elementary, and parents, grandparents, and extended family members demonstrate strong commitment to student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages.
Root Cause: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.

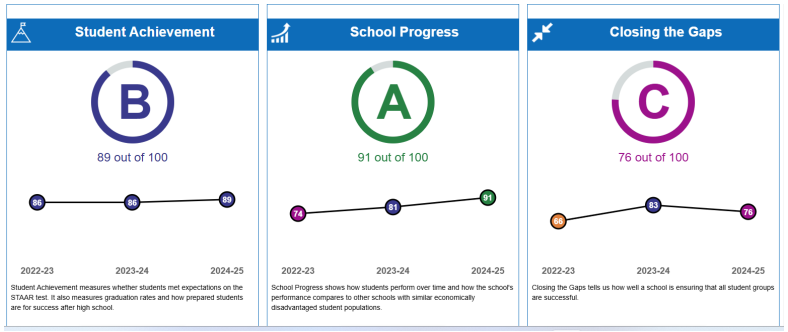
Student Learning

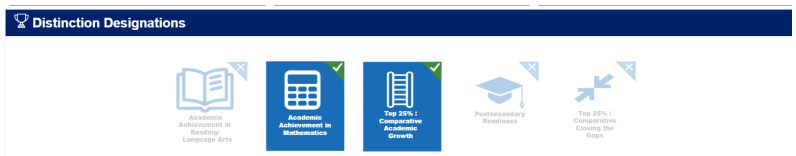
Student Learning Summary

In 2024–25, Pebble Creek Elementary earned an overall accountability rating of 87, with a Student Achievement score of 89 and a School Progress score of 91. These results show that our students are performing well while also demonstrating continued growth compared to the previous year. The campus also earned two state distinctions: Top 25% in Academic Growth and Academic Achievement in Mathematics, recognizing the high percentage of students scoring at the Meets and Masters levels in math.

MAP Growth results reinforce these celebrations. On average, students in grades K–4 grew 9 RIT points in Math (up from 7 the prior year) and 10 RIT points in Reading (up from 8). Special Education students demonstrated especially strong gains, with Math growth improving from 7 → 9 RIT points and Reading from 10 → 13 RIT points. The percentage of students meeting growth targets also increased to 67% in Math (up from 60%) and 55% in Reading (up from 47%).

Even with this progress, performance gaps remain. Students served in Special Education, as well as our Economically Disadvantaged and African American students, continue to perform below the campus average on STAAR and MAP. While these groups are making progress, fewer are reaching grade-level expectations or consistently meeting growth targets. Closing these gaps will require strengthening instruction, using CFA and MAP data more intentionally, and providing targeted interventions.





Opportunities for Improvement (Student Learning)

Pebble Creek Elementary continues to demonstrate strong overall performance and growth, as reflected in accountability ratings, state distinctions, and MAP results. These strengths provide a solid foundation to build upon. However, achievement gaps remain for students served in Special Education, Economically Disadvantaged students, and African American students. To close these gaps it will require strengthening instruction, using CFA and MAP data more intentionally, and providing targeted interventions. By focusing on these areas, the campus can increase equity in student outcomes while sustaining overall academic growth.

Student Learning Strengths

- Earned an overall accountability rating of 87, with a Student Achievement score of 89 and School Progress score of 91.

- Recognized with two state distinctions: Top 25% in Academic Growth and Academic Achievement in Mathematics.
- MAP Growth results improved: K–4 students grew an average of 9 RIT points in Math and 10 RIT points in Reading.
- Special Education students showed significant gains, with Math growth improving from 7 → 9 RIT points and Reading from 10 → 13 RIT points.
- The percentage of students meeting MAP growth targets increased to 67% in Math (up from 60%) and 55% in Reading (up from 47%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers.
Root Cause: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.

Problem Statement 2: Student engagement and participation strategies are not consistently embedded across classrooms, which limits opportunities for collaborative learning and equitable access to Tier 1 instruction.
Root Cause: Staff have not had consistent training or follow-up support on how to implement student engagement structures or instructional practices.

School Processes & Programs

School Processes & Programs Summary

Programs and Processes

At Pebble Creek, we have several systems in place that support our students, staff, and families. Our teachers work hard to create engaging, standards-based lessons, and tools like the school newsletter, Remind, and ClassDojo help us keep families connected and informed. We use recognition programs like Dojo/PAWS to celebrate student success, and our PLC and RTI/MTSS structures give teachers time to plan together, monitor student progress, and provide interventions when they're needed.

Technology is an important part of our classrooms, too, with platforms like Edmentum and Study Island helping us personalize learning and guide instruction with real-time data.

Even with these systems in place, we know there are areas where we can grow. Our PLC process isn't yet consistent across all grade levels, and teams need more time to create and review common assessments and use that data to drive instruction. The RTI/MTSS process also needs more clarity so that everyone has the same understanding of what interventions should look like and how to provide the right support for students.

Behavior is another area we are working to strengthen. Staff have asked for clearer communication around expectations and consequences, as well as systems to handle situations that may not be a crisis but still need attention quickly and consistently.

Overall, Pebble Creek has a strong foundation of programs and practices. The next step for us is to continue building consistency, clarity, and communication so that our systems fully support student success and staff collaboration.

Opportunities for Improvement (Programs & Processes)

Pebble Creek has a strong foundation that supports both students and staff. Moving forward, we need to make sure these systems are consistent and clear across the campus. This means strengthening our PLC process so every team has time and tools to create and review common assessments and use that data to guide instruction. We also need to clarify our RTI/MTSS process so everyone understands what interventions should look like and how to provide the right support. Finally, we need to build more consistency in our behavior systems by improving communication around expectations, consequences, and how non-crisis concerns are handled. By focusing on these areas, we can create a more aligned and supportive environment where students and staff can thrive.

School Processes & Programs Strengths

- Teachers design engaging and meaningful learning experiences for students across all grade levels.
- Communication tools such as the school newsletter and Remind have strengthened school-to-home and staff-to-staff connections & communication.
- Recognition systems like Dojo/PAWS highlight positive behavior and help reinforce school-wide expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent PLC practices have limited effective planning and data use, making it harder to close learning gaps.
Root Cause: PLC time has not yet been fully optimized to promote teacher-led planning and data reflection, which has limited our ability to build long-term instructional capacity

across all teams.

Problem Statement 2 (Prioritized): Discipline data from 2024-2025 indicates that a small group of students account for a disproportionate number of office referrals, suggesting that current behavior systems are not consistently reducing repeated incidents.
Root Cause: Current Tier 1 behavior expectations, proactive interventions, and response systems are not yet implemented consistently across classrooms and common areas, limiting the effectiveness of supports for students with repeated behavior incidents.

Problem Statement 3 (Prioritized): Opportunities for teacher leadership and campus involvement are currently limited to a small number of staff through the Guiding Coalition, which has led to other staff members expressing a desire for greater voice and engagement in campus decisions and initiatives.
Root Cause: Campus leadership systems have not yet expanded beyond the Guiding Coalition to include a broader range of teacher-led roles, committees, and feedback structures.

Problem Statement 4 (Prioritized): While Pebble Creek families value education and show strong support for the school, opportunities for family engagement are not yet consistent across the year. Some families report wanting more chances to connect with the school through events, celebrations, and feedback opportunities.
Root Cause: Family engagement efforts have focused primarily on communication tools (newsletter, Remind, ClassDojo) and occasional events, but there is not yet a structured, year-round system for planning and providing consistent opportunities for families to connect with the campus.

Perceptions

Perceptions Summary

Perceptions of Pebble Creek Elementary from both staff and families highlight a school community that values consistency, communication, and collaboration. Staff recognize that expectations are clearer and campus-wide communication has improved through tools such as newsletters and Remind. At the same time, there is a continued desire for stronger consistency in schoolwide behavior expectations, more effective communication around student behavior follow-up, and increased opportunities for staff voice and input in campus decision-making.

Parent feedback reflects deep appreciation for the care, patience, and dedication of teachers. Families describe their children as kind, motivated, and eager to learn, and they value classrooms that balance warmth with structure. Parents also shared that their children sometimes face challenges with confidence, anxiety, and friendships, as well as academic struggles in reading, math, and focus. Families expressed a strong desire for continued communication and partnership with teachers to support both academic and social-emotional growth.

Community partnerships and volunteer involvement also play a strong role at Pebble Creek. Our PTO provides consistent support through events, fundraising, and campus initiatives, and parent volunteers contribute time and resources to help create positive experiences for students.

Overall, families and staff recognize Pebble Creek as a positive, welcoming place for students. The opportunity now is to take these strengths and refine them by building greater consistency in how behavior expectations and consequences are communicated and applied, improving follow-up and feedback on student behavior, and expanding staff voice in decision-making. Parents also want to maintain strong communication and partnerships with teachers. By focusing on these areas, Pebble Creek can continue to strengthen trust, build alignment, and ensure that our systems for communication and collaboration fully support our students, families, and staff.

Opportunities for Growth (Perception)

Pebble Creek has a strong, positive culture that families and staff value, and we can continue to build on that foundation by strengthening a few key areas. We need to increase consistency in how schoolwide behavior expectations and consequences are communicated and applied so that students experience the same expectations across classrooms and common spaces. Staff have also expressed the importance of clearer and timelier follow-up on student behavior and a desire for more opportunities to share input in decision-making. On the family side, parents want continued communication and strong partnerships with teachers, especially in supporting students' social-emotional needs and confidence. By addressing these areas, we can strengthen trust, build alignment, and ensure that our systems for communication and collaboration fully support our students, families, and staff.

Perceptions Strengths

- Families describe Pebble Creek as welcoming and supportive, with strong parent-teacher relationships.
- Parents appreciate consistent communication tools such as weekly newsletters, Schoology and Dojo.
- Staff value the positive school culture and express a desire to be more involved in shaping campus decisions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus behavior systems and communication structures have not consistently supported clarity or follow-through regarding behavior expectations and consequences, contributing to confusion among staff and inconsistent implementation.

Root Cause: Staff have not received ongoing training on allowable disciplinary responses and campus-wide behavior systems. Communication between staff and administration about behavior incidents and consequences is not yet streamlined.

Problem Statement 2 (Prioritized): Opportunities for teacher leadership and campus involvement are currently limited to a small number of staff through the Guiding Coalition, which has led to other staff members expressing a desire for greater voice and engagement in campus decisions and initiatives.
Root Cause: Campus leadership systems have not yet expanded beyond the Guiding Coalition to include a broader range of teacher-led roles, committees, and feedback structures.

Problem Statement 3 (Prioritized): While Pebble Creek families value education and show strong support for the school, opportunities for family engagement are not yet consistent across the year. Some families report wanting more chances to connect with the school through events, celebrations, and feedback opportunities.
Root Cause: Family engagement efforts have focused primarily on communication tools (newsletter, Remind, ClassDojo) and occasional events, but there is not yet a structured, year-round system for planning and providing consistent opportunities for families to connect with the campus.

Priority Problem Statements

Problem Statement 1: Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages.

Root Cause 1: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers.

Root Cause 2: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent PLC practices have limited effective planning and data use, making it harder to close learning gaps.

Root Cause 3: PLC time has not yet been fully optimized to promote teacher-led planning and data reflection, which has limited our ability to build long-term instructional capacity across all teams.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus behavior systems and communication structures have not consistently supported clarity or follow-through regarding behavior expectations and consequences, contributing to confusion among staff and inconsistent implementation.

Root Cause 4: Staff have not received ongoing training on allowable disciplinary responses and campus-wide behavior systems. Communication between staff and administration about behavior incidents and consequences is not yet streamlined.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Opportunities for teacher leadership and campus involvement are currently limited to a small number of staff through the Guiding Coalition, which has led to other staff members expressing a desire for greater voice and engagement in campus decisions and initiatives.

Root Cause 5: Campus leadership systems have not yet expanded beyond the Guiding Coalition to include a broader range of teacher-led roles, committees, and feedback structures.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Discipline data from 2024-2025 indicates that a small group of students account for a disproportionate number of office referrals, suggesting that current behavior systems are not consistently reducing repeated incidents.

Root Cause 6: Current Tier 1 behavior expectations, proactive interventions, and response systems are not yet implemented consistently across classrooms and common areas, limiting the effectiveness of supports for students with repeated behavior incidents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: While Pebble Creek families value education and show strong support for the school, opportunities for family engagement are not yet consistent across the year. Some families report wanting more chances to connect with the school through events, celebrations, and feedback opportunities.

Root Cause 7: Family engagement efforts have focused primarily on communication tools (newsletter, Remind, ClassDojo) and occasional events, but there is not yet a structured, year-round system for planning and providing consistent opportunities for families to connect with the campus.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: By May 2026, 100% of classroom teachers at Pebble Creek Elementary will implement at least three Kagan cooperative learning structures with fidelity, as evidenced by walkthrough data, lesson plans, and classroom observations, in order to increase student engagement and collaborative learning.

Evaluation Data Sources: Walk Through Data, Lesson Plans, Evaluation Data, Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: In August 2025, Pebble Creek Elementary will provide campus-wide professional development on Kagan cooperative learning structures, ensuring that 100% of teachers receive initial training. At monthly faculty meetings throughout 2025-2026, campus leaders will model Kagan structures and designate focus structures for practice during each window. **Strategy's Expected Result/Impact:** Increases student engagement, peer collaboration, and equitable participation across content areas **Staff Responsible for Monitoring:** Admin Team, Instructional Coaches **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Each grading period from August 2025-May 2026, campus leaders will conduct walkthroughs in all classrooms to collect data on student engagement and Kagan implementation, providing teachers with feedback and highlighting best practices. **Strategy's Expected Result/Impact:** Tracks implementation progress, provides feedback loops, and guides targeted coaching support **Staff Responsible for Monitoring:** Admin Team, Instructional Coach **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: From August 2025-May 2026, grade-level teams will embed at least two Kagan structures in their weekly collaborative planning sessions, aligning them with district strategies to create engaging and personalized learning experiences. **Strategy's Expected Result/Impact:** Increase student engagement during lessons and student ownership **Staff Responsible for Monitoring:** Instructional coaches, administration, teacher teams, guiding coalition **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages. **Root Cause**: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.
Student Learning
Problem Statement 1: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers. **Root Cause**: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.
School Processes & Programs
Problem Statement 2: Discipline data from 2024-2025 indicates that a small group of students account for a disproportionate number of office referrals, suggesting that current behavior systems are not consistently reducing repeated incidents. **Root Cause**: Current Tier 1 behavior expectations, proactive interventions, and response systems are not yet implemented consistently across classrooms and common areas, limiting the effectiveness of supports for students with repeated behavior incidents.

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

Performance Objective 2: By May 2026, Pebble Creek Elementary will strengthen the effectiveness of PLCs so that 100% of teacher teams consistently engage in structured planning and data reflection sessions, as evidenced by team agendas, unit plans, and student data, in order to identify and close learning gaps for historically underserved student groups.

High Priority

Evaluation Data Sources: CFA, MAP, Lesson Plans, Team Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By September 2025, Pebble Creek Elementary will establish a PLC leadership team composed of teacher leaders to facilitate sessions and ensure teams consistently use a standardized PLC agenda template (by October 2025) with dedicated time for data analysis, lesson planning, and sharing best practices. **Strategy's Expected Result/Impact:** PLCs will run consistently across all grade levels, with clear structures, leadership, and processes that prioritize planning and data reflection. **Staff Responsible for Monitoring:** Administration, Guiding Coalition, Teacher Teams **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: By January 2026, Pebble Creek Elementary will implement a system that aggregates data from multiple assessments (STAAR, MAP, CFAs) to allow teachers to monitor progress, identify students by subgroup, and adjust instruction to close learning gaps. **Strategy's Expected Result/Impact:** Teachers will have timely access to student data, allowing them to identify learning gaps, especially for historically underserved groups, and respond with targeted instruction. **Staff Responsible for Monitoring:** Instructional coaches, administration, guiding coaliton **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: From October 2025-May 2026, campus leaders will conduct quarterly PLC review meetings where each team presents evidence of addressing learning gaps, including subgroup data and effective strategies used. **Strategy's Expected Result/Impact:** Teacher teams will be held accountable for collaborative planning and reflection, leading to stronger instructional decisions and improved student outcomes. **Staff Responsible for Monitoring:** Instructional coaches, administration, guiding coalition **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers. **Root Cause**: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.
School Processes & Programs
Problem Statement 1: Inconsistent PLC practices have limited effective planning and data use, making it harder to close learning gaps. **Root Cause**: PLC time has not yet been fully optimized to promote teacher-led planning and data reflection, which has limited our ability to build long-term instructional capacity across all teams.

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

Performance Objective 1: By May 2026, Pebble Creek Elementary will increase the percentage of historically underserved student populations in grades K-4 meeting their targeted growth on NWEA MAP assessments from 31% to 40% in Math and from 41% to 50% in Reading, as measured by spring MAP results.

High Priority

Evaluation Data Sources: NWEA MAP Growth Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: From October 2025 through May 2026, all grade-level teams will implement the Common Formative Assessment (CFA) cycle by identifying essential standards per unit, designing and administering CFAs, analyzing results in PLCs, providing targeted interventions for students not yet demonstrating mastery, and re-assessing to measure progress. Teams will demonstrate evidence of implementation through unit plans, intervention documentation, and PLC reflections, with benchmarks of at least 2 CFAs by December, 4 by March, and across all units by May. **Strategy's Expected Result/Impact:** Teachers will use real-time assessment data to identify and close learning gaps, leading to improved growth on MAP and higher performance on STAAR. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Grade-Level Teams, Guiding Coalition **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: From October 2025-May 2026, PLCs will analyze subgroup data (e.g., economically disadvantaged, special education, emergent bilinguals) during CFA reflections, ensuring that historically underserved student populations are discussed regularly and instructional adjustments are documented. **Strategy's Expected Result/Impact:** Subgroup learning gaps will be identified earlier, and targeted instructional responses will support growth and achievement. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Grade-Level Teams, Guiding Coalition **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Each quarter from October 2025-May 2026, campus leaders will facilitate data review meetings where grade-level teams share CFA and subgroup progress, highlight effective strategies, and adjust instructional plans to support MAP and STAAR goals. **Strategy's Expected Result/Impact:** Increased accountability for instructional adjustments will result in higher MAP growth performance for historically underserved groups. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Grade-Level Teams, Guiding Coalition **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages. **Root Cause**: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.

Student Learning
Problem Statement 1: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers. **Root Cause**: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.

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

Performance Objective 2: By May 2026, Pebble Creek Elementary will increase the percentage of historically underserved student populations meeting the Meets standard on STAAR assessments by at least 3 percentage points in Reading (from 37% to 40%) and by at least 2 percentage points in Math (from 28% to 30%), as measured by official STAAR results.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: From October 2025 through May 2026, all grade-level teams will implement the Common Formative Assessment (CFA) cycle by identifying essential standards per unit, designing and administering CFAs, analyzing results in PLCs, providing targeted interventions for students not yet demonstrating mastery, and re-assessing to measure progress. Teams will demonstrate evidence of implementation through unit plans, intervention documentation, and PLC reflections, with benchmarks of at least 2 CFAs by December, 4 by March, and across all units by May. **Strategy's Expected Result/Impact:** Teachers will use real-time assessment data to identify and close learning gaps, leading to improved growth on MAP and higher performance on STAAR. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Grade-Level Teams, Guiding Coalition **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: From October 2025-May 2026, PLCs will analyze subgroup data (e.g., economically disadvantaged, special education, emergent bilinguals) during CFA reflections, ensuring that historically underserved student populations are discussed regularly and instructional adjustments are documented. **Strategy's Expected Result/Impact:** Subgroup learning gaps will be identified earlier, and targeted instructional responses will support growth and achievement. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Grade-Level Teams, Guiding Coalition **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Each quarter from October 2025-May 2026, campus leaders will facilitate data review meetings where grade-level teams share CFA and subgroup progress, highlight effective strategies, and adjust instructional plans to support MAP and STAAR goals. **Strategy's Expected Result/Impact:** Increased accountability for instructional adjustments will result in improved STAAR performance for historically underserved groups. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Grade-Level Teams, Guiding Coalition **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages. **Root Cause**: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.

Student Learning
Problem Statement 1: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers. **Root Cause**: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.

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

Performance Objective 1: By May 2026, Pebble Creek Elementary will ensure that 100% of staff have received initial and ongoing training on Tier 1 prevention expectations (Panther Way Matrix, ClassDojo, reinforcement systems), allowable disciplinary responses, and the campus-wide behavior system, while the Behavior Committee will monitor and align Tier 2 and Tier 3 interventions, resulting in greater clarity, consistency, and improved student behavior across all levels of support.

High Priority

Evaluation Data Sources: Staff sign-in sheets, Agendas, Feedback surveys, The Panther Way Slips, Dojo Points

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By October 2025, develop, distribute, and review with staff a comprehensive guide that includes Tier 1 expectations (Panther Way Matrix, ClassDojo, reinforcement systems), allowable disciplinary responses, and campus-wide systems to establish baseline consistency. **Strategy's Expected Result/Impact:** Staff will have a shared understanding of Tier 1 expectations and disciplinary responses, supported by a clear reference guide for consistent practice. **Staff Responsible for Monitoring:** Principal and Assistant Principal confirm distribution and review during team meetings; Behavior Committee collects staff feedback for adjustments. **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: From August 2025-May 2026, provide ongoing monthly professional development paired with quarterly walkthroughs to monitor implementation, give feedback, and highlight best practices. **Strategy's Expected Result/Impact:** Ongoing PD will reinforce proactive and consistent practices, leading to improved student behavior and fewer discipline incidents. **Staff Responsible for Monitoring:** Principal and Assistant Principal track attendance and adjust PD based on walkthrough/discipline data. **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: By January 2026, conduct a mid-year review of the behavior systems guide and gather staff feedback to adjust training and supports as needed. **Strategy's Expected Result/Impact:** Staff feedback will inform refinements, ensuring prevention and disciplinary practices stay clear, relevant, and effective. **Staff Responsible for Monitoring:** Behavior Committee collects feedback; Principal and Assistant Principal revise PD and supports. **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: From September 2025-May 2026, the Behavior Committee will meet monthly to review discipline data, monitor Tier 1 supports, and ensure alignment with Tier 2 and Tier 3 interventions; the team will also provide a year-end review with recommendations for 2026-2027. **Strategy's Expected Result/Impact:** Discipline data and supports will be monitored proactively, ensuring timely interventions and consistent Tier 1, 2, and 3 implementation. **Staff Responsible for Monitoring:** Behavior Committee chair documents agendas and minutes; Principal and Assistant Principal review and share updates in leadership meetings. **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: From August 2025-May 2026, monitor and celebrate student recognition systems (Panther Way Awards, ClassDojo points, etc.) to ensure positive behaviors are reinforced consistently across grade levels. **Strategy's Expected Result/Impact:** Increases proactive reinforcement of positive behavior, reducing the need for reactive discipline. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Behavior Committee **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Discipline data from 2024-2025 indicates that a small group of students account for a disproportionate number of office referrals, suggesting that current behavior systems are not consistently reducing repeated incidents. **Root Cause**: Current Tier 1 behavior expectations, proactive interventions, and response systems are not yet implemented consistently across classrooms and common areas, limiting the effectiveness of supports for students with repeated behavior incidents.

Perceptions

Problem Statement 1: Campus behavior systems and communication structures have not consistently supported clarity or follow-through regarding behavior expectations and consequences, contributing to confusion among staff and inconsistent implementation. **Root Cause**: Staff have not received ongoing training on allowable disciplinary responses and campus-wide behavior systems. Communication between staff and administration about behavior incidents and consequences is not yet streamlined.

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

Performance Objective 2: By May 2026, Pebble Creek Elementary will increase teacher voice and ownership by expanding teacher leadership opportunities, ensuring that at least 75% of teachers are engaged in a leadership role, committee, or decision-making structure on campus.

Evaluation Data Sources: Committee Rosters, Sign-In Sheets, Staff Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By September 2025, increase the number of teacher-led roles and committees on campus from just the guiding coalition to having committees focused on academics, behavior and operations and outreach. **Strategy's Expected Result/Impact:** Teachers will take on more visible leadership roles early in the year, setting the foundation for increased teacher engagement and distributed leadership across campus. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: By February 2026, implement a process (e.g., short digital survey or grade-level feedback form) for teacher committees to gather staff input prior to decision-making and share results back with the staff after decisions are made. **Strategy's Expected Result/Impact:** Staff will see their input directly reflected in committee decisions, increasing transparency, trust, and buy-in. This feedback loop will strengthen teacher voice and ensure decisions are more collaborative and representative of the whole campus. **Staff Responsible for Monitoring:** Administration, Committees **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: By May 2026, each teacher-led committee (Academic, Behavior, Staff Experience, etc.) will create and present a year-end reflection that includes progress toward goals, evidence of impact, and recommendations for the next school year, ensuring teacher voice shapes campus priorities moving forward. **Strategy's Expected Result/Impact:** Committees will take ownership of evaluating their work, celebrate successes, and identify next steps. This process will embed teacher voice in planning for the following year and strengthen a culture of shared leadership and accountability. **Staff Responsible for Monitoring:** Administration, Committees **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Opportunities for teacher leadership and campus involvement are currently limited to a small number of staff through the Guiding Coalition, which has led to other staff members expressing a desire for greater voice and engagement in campus decisions and initiatives. **Root Cause**: Campus leadership systems have not yet expanded beyond the Guiding Coalition to include a broader range of teacher-led roles, committees, and feedback structures.
Perceptions
Problem Statement 2: Opportunities for teacher leadership and campus involvement are currently limited to a small number of staff through the Guiding Coalition, which has led to other staff members expressing a desire for greater voice and engagement in campus decisions and initiatives. **Root Cause**: Campus leadership systems have not yet expanded beyond the Guiding Coalition to include a broader range of teacher-led roles, committees, and feedback structures.

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

Performance Objective 3: By May 2026, Pebble Creek Elementary will increase the overall student attendance rate from 95.8% (2024-2025) to at least 96.3%, in order to support improved student learning outcomes.

High Priority

Evaluation Data Sources: Attendance Records, Parent Communication Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By October 2025, implement a monthly attendance communication system to keep families informed of attendance expectations and progress.importance of student attendance. **Strategy's Expected Result/Impact:** Increase student attendance and achievement **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Attendance Clerk **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Beginning September 2025, review attendance data every grading period to identify students with chronic absenteeism (90% or below) and implement intervention plans, including parent conferences, counselor support, and attendance contracts. **Strategy's Expected Result/Impact:** Early identification and targeted support will reduce chronic absenteeism and help close learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor review data quarterly; principal reviews interventions during leadership meetings. **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages. **Root Cause**: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.

Student Learning

Problem Statement 1: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers. **Root Cause**: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.

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

Performance Objective 4: By May 2026, Pebble Creek Elementary will strengthen relationships with families by providing consistent opportunities for families to engage with the school through events, celebrations, and feedback opportunities that promote partnership and connection.

High Priority

Evaluation Data Sources: Parent/Family Sign-in Sheets from events and activities, Event Calendars & Agendas showing frequency and type of family engagement opportunities, Parent Feedback Surveys, Remind/ClassDojo/Newsletter Communications highlighting events and opportunities shared with families. Volunteer Logs (PTO, classroom support, etc.). Staff Feedback on family participation and partnership

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By September 2025, Pebble Creek Elementary will establish a Family Engagement Committee composed of staff and parents to coordinate family events, celebrations, and activities. The committee will meet quarterly to plan, gather feedback, and ensure engagement opportunities are spread consistently across the year. (Includes oversight of WatchDOGS, Family Learning Nights, recognition ceremonies, and communication efforts.) **Strategy's Expected Result/Impact:** Families will experience consistent, coordinated engagement opportunities across the year, building stronger partnerships with staff and school leadership. **Staff Responsible for Monitoring:** Principal & Outreach & Operations Committee **Problem Statements:** School Processes & Programs 4 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: From Fall 2025-Spring 2026, Pebble Creek Elementary will host at least two Family Nights and quarterly student recognition ceremonies that celebrate The Panther Way. By May 2026, the school will launch and sustain the WatchDOGS program, creating structured opportunities for fathers, grandfathers, and male role models to volunteer on campus and connect with students. **Strategy's Expected Result/Impact:** Families will participate in academic and celebratory events that highlight student learning, positive behavior, and community-building. **Staff Responsible for Monitoring:** Principal, Committee, PTO, Teacher Leads **Problem Statements:** School Processes & Programs 4 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: By January 2026, Pebble Creek Elementary will begin broadcasting virtual morning announcements accessible to families, highlighting celebrations, reminders, and Panther Way spotlights. The Family Engagement Committee will also gather and review family feedback after events to inform planning. **Strategy's Expected Result/Impact:** Families, students and staff will feel informed, connected, and valued as partners, leading to increased trust and participation in school life. **Staff Responsible for Monitoring:** Principal, Operations Committee, DLA **Problem Statements:** School Processes & Programs 4 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: While Pebble Creek families value education and show strong support for the school, opportunities for family engagement are not yet consistent across the year. Some families report wanting more chances to connect with the school through events, celebrations, and feedback opportunities. **Root Cause**: Family engagement efforts have focused primarily on communication tools (newsletter, Remind, ClassDojo) and occasional events, but there is not yet a structured, year-round system for planning and providing consistent opportunities for families to connect with the campus.

Perceptions
Problem Statement 3: While Pebble Creek families value education and show strong support for the school, opportunities for family engagement are not yet consistent across the year. Some families report wanting more chances to connect with the school through events, celebrations, and feedback opportunities. **Root Cause**: Family engagement efforts have focused primarily on communication tools (newsletter, Remind, ClassDojo) and occasional events, but there is not yet a structured, year-round system for planning and providing consistent opportunities for families to connect with the campus.

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

Performance Objective 1: By May 2026, 100% of teachers at Pebble Creek Elementary will implement digital platforms such as Edmentum and Study Island, using MAP and CFA data to target learning gaps and support student mastery of essential standards.

Evaluation Data Sources: Edmentum & Study Island Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By October 2025, provide professional development for all teachers on effectively integrating Edmentum and Study Island, with follow-up coaching during the school year as needed. **Strategy's Expected Result/Impact:** Teachers will have the skills and confidence to use digital tools with fidelity, leading to more purposeful and data-driven student practice. **Staff Responsible for Monitoring:** Digital Learning Ambassador, Instructional Coaches and Assistant Principal track PD completion and provide coaching. **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: After each MAP testing window (BOY, MOY, EOY), require grade-level teams to align MAP and CFA data with digital assignments to address identified gaps. **Strategy's Expected Result/Impact:** Digital practice will directly reinforce essential standards, accelerating growth in Math and Reading for all students, especially historically underserved groups. **Staff Responsible for Monitoring:** Digital Learning Ambassadors, Instructional Coaches, Administration **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Performance data disaggregated by student group shows that our historically underperforming students are are underperforming on both MAP and STAAR compared to campus and district averages. **Root Cause**: Instructional strategies and intervention supports have not been fully aligned to meet the academic and behavioral needs of historically underserved student populations.

Student Learning

Problem Statement 1: 2024 MAP and STAAR data show are historically underperforming students are performing below grade level expectations in reading and math and are not meeting expected growth targets at the same rate as their peers. **Root Cause**: Systems for delivering differentiated instruction and monitoring academic progress/student data are not yet consistent across classrooms and grade levels.

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025