

# Splendor Independent School District



## Peach Creek Elementary School

Accountability Rating: D

## 2025-2026 Campus Improvement Plan

# Mission Statement

**Cultivating Exceptional People**

## Vision

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

## Value Statement

*PCE- Building a Legacy, One Mind at a Time!*

### **BELIEFS - why we act**

**Student-Focused:** We believe the greatest outcomes result when students come first.

**Relationships:** We believe positive and supportive relationships create the conditions for students to be advocates in their education.

**Culture:** We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.

**Servant Leaders:** We believe servant leaders and critical thinkers strengthen our community and democracy.

**Learning:** We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.

### **PRINCIPLES**

Be accountable.

Live with integrity.

Focus on student needs.

Value each other.

Ensure a safe physical, emotional, + social environment.

Develop servant leaders.

Create a dynamic learning environment.

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# Comprehensive Needs Assessment

# Demographics

## Summary

During the **2024–2025 school year**, Peach Creek Elementary served approximately **696 students** from diverse and growing populations. Among these students, **approximately 50% were identified as Emergent Bilinguals (EBs)**, and **26% received special education services**, significantly higher than the state average. These subgroups represent a critical area of focus for instructional planning, resource allocation, and staff development to ensure equitable learning opportunities for all students.

Throughout the school year, the campus reported **244 documented behavioral incidents**, signaling an ongoing need for a consistent, campuswide approach to behavior supports, social-emotional learning, and proactive classroom management strategies. While efforts have been made to create a safe and supportive learning environment, these numbers indicate the need to strengthen Tier I behavior expectations and ensure staff are equipped to implement effective Tier II and III supports.

The year concluded with an **Average Daily Attendance (ADA) of 93.7%**, falling short of the 95% district and state goal. This data underscores the importance of revisiting attendance interventions, increasing parent communication, and removing barriers that prevent students from attending school consistently.

Looking ahead, due to district rezoning, our projected enrollment for the **2025–2026 school year** is expected to increase to approximately **900 students**. This significant growth will require intentional planning around staffing, facility use, and support systems to maintain high levels of academic achievement, behavior support, and student engagement as we welcome new students and families into our campus community.

These data points collectively highlight the urgent need to implement a responsive multi-tiered system of supports (MTSS), ensure strong Professional Learning Community (PLC) structures, and focus on family and community partnerships to meet the evolving needs of our campus.

## Strengths

Peach Creek Elementary serves a richly diverse student population, and our current demographic data highlights several strengths that will be foundational as we implement our campus improvement efforts:

- 1. Experience Supporting Diverse Learners**  
With approximately 50% of students identified as Emergent Bilinguals (EBs) and 26% receiving special education services, staff have developed deep expertise in differentiating instruction, providing language supports, and creating inclusive learning environments. This experience positions the campus to continue strengthening instructional practices that meet the needs of all learners.
- 2. Established Systems for Behavior Monitoring and Intervention**  
The campus has implemented structures to document and respond to student behavior, as evidenced by the consistent tracking of 244 behavioral incidents during the 2024–2025 school year. This provides a foundation for identifying patterns, applying appropriate interventions, and enhancing Tier I, II, and III behavioral supports through a Multi-Tiered System of Supports (MTSS).
- 3. Foundation for MTSS Implementation**  
The presence of systems for monitoring behavior, supporting EB and SPED students, and tracking attendance indicates that key components of MTSS are already in place. This positions the campus to refine and deepen its approach to tiered academic, behavioral, and attendance supports.
- 4. Staff Capacity and Growth Mindset**  
Peach Creek educators have demonstrated a strong commitment to professional growth and collaboration in response to student needs. The staff's ability to work effectively with high-need populations reflects a resilient, student-centered culture and a readiness to adapt instructional and behavioral practices as needed.
- 5. Proactive Planning for Enrollment Growth**  
In anticipation of the projected increase to approximately 900 students due to district rezoning for the 2025–2026 school

year, campus leadership has initiated strategic planning to ensure the infrastructure, staffing, and support systems are in place to accommodate growth while maintaining high expectations for student learning and engagement.

6. Community Engagement and Family Partnerships

The school has established relationships with families and local partners that support both Emergent Bilingual and Special Education populations. These connections provide a strong foundation for building intentional, culturally responsive family engagement initiatives and wraparound support services.

# Barriers Identifying Demographics Needs

## Barrier

## Root Cause

1

With 26% of the student population receiving special education services and 50% identified as Emergent Bilinguals, a large portion of the campus requires individualized support, differentiated instruction, and targeted intervention. This creates challenges with staffing capacity, scheduling, and ensuring that all students consistently receive high-quality, tiered instruction and services.

Higher than the state average for special education services

 = Priority

# Student Learning

## Summary

Peach Creek Elementary 2025 academic data highlights key trends in both Math and Reading Language Arts (RLA) across grades 3–6. While some progress is evident, especially in RLA, there are notable gaps in student mastery and growth, particularly in Math. STAAR data reveals a high percentage of students not meeting grade-level expectations, while MAP Growth data confirms low academic growth for a majority of students. These patterns underscore the need for targeted intervention, high-quality Tier I instruction, and a focus on moving students beyond Approaches toward Meets and Masters performance.

To address these concerns proactively, the campus has begun tracking student performance by performance band (DNM, Approaches, Meets, and Masters) after every major assessment. This system allows instructional leaders and teachers to signal when students are not demonstrating appropriate growth and to adjust instruction and intervention accordingly. This ongoing progress monitoring is critical for ensuring students remain on track to meet or exceed grade-level standards.

Peach Creek Elementary continues to face significant achievement and growth gaps in Mathematics, particularly in grades 3–5, where over 45% of students did not meet STAAR standards. Only 19–28% achieved Meets, and less than 10% reached Masters across all math-tested grades. MAP data reflects a similar trend, with 57% of students showing low growth and only 10% scoring in the top quartile, indicating the need for deeper conceptual understanding, increased math discourse, and stronger intervention systems. In Reading Language Arts (RLA), while performance is stronger overall, 3rd and 5th grades show persistent gaps, with 35–36% of students not meeting expectations. Although many students are reaching the Approaches level (up to 83%), not enough are progressing to Meets or Masters, highlighting a need to elevate rigor, comprehension, and critical thinking across reading tasks. Transitional grades (3rd and 5th) reflect noticeable performance dips, suggesting a need for vertical alignment and targeted supports during key instructional shifts. To address these gaps, the campus is leveraging post-assessment data tracking by performance band (DNM, Approaches, Meets, Masters). This ongoing monitoring allows staff to identify students not demonstrating growth and make timely instructional adjustments to support academic progress.

## Strengths

Peach Creek Elementary demonstrated stronger student performance in RLA compared to Math, with over 75% of 4th and 6th grade students achieving Approaches or higher, and 6th grade leading with 42% at Meets and 18% at Masters. Across all grade levels in RLA, at least 65% of students reached Approaches, reflecting foundational comprehension and decoding skills. In Math, 6th grade showed relative strength, with the lowest Did Not Meet rate (35%) and 65% of students achieving Approaches or above, suggesting effective instructional practices in upper grades. The campus has also implemented a systematic process for tracking student performance by performance level (DNM, Approaches, Meets, Masters) after each assessment. This allows for real-time intervention, goal monitoring, and data-informed instructional adjustments to better support all learners.

# Barriers Identifying Student Learning Needs

## Barrier

## Root Cause

1

A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.

This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.

 = Priority

# School Processes & Programs

## Summary

At PCE, we will continue to implement weekly PLC data meetings for grades 3–5 and bi-weekly PLC data meetings for grades Pre-K through 2. Using last year's data, we will identify the top eight TEKS in both math and reading across all grade levels to guide purposeful Tier 2 and Tier 3 interventions. This approach will focus on supporting students who are not making adequate growth, while also extending and sustaining the progress of students who are on track.

Additionally, during lesson meetings, teachers will model lessons from the units to foster collaboration and mutual support, aligning with Domain 1 of TTESS. Our Campus Design Team will meet monthly to analyze data and plan targeted professional learning opportunities for our staff. Meanwhile, the Campus Needs Team will convene monthly to review current data and ensure alignment with our campus goals.

## Strengths

When reflecting on our campus strengths, we recognize clearly defined roles and responsibilities, along with effective communication channels with both staff and families. Additionally, we prioritize data-driven decision-making and maintain a strong focus on targeted student interventions. Our commitment to implementing collaborative and vertically aligned PLCs ensures consistency and cohesion across grade levels. Throughout all these efforts, we remain united in our shared mission of building a legacy—one mind at a time.

# Barriers Identifying School Processes & Programs Needs

Barrier	Root Cause
<b>1</b> A barrier we currently have will be that with growth we will have new student data that we will need to begin tracking and implementing practices to ensure that all new students are growing.	Fast student population growth

 = Priority

# Perceptions

## Summary

We consistently gather feedback from teachers, students, and families through surveys, face-to-face conversations, and structured meetings to ensure that all stakeholders understand and value the importance of our partnership. In addition, we maintain open lines of communication by providing weekly campus and classroom newsletters, along with multiple accessible channels for parents to connect with us.

## Strengths

One of our key strengths is our intentional focus on stakeholder engagement and communication. We actively seek feedback from teachers, students, and families through surveys, face-to-face conversations, and structured meetings, reinforcing our commitment to inclusive decision-making and continuous improvement. This ongoing dialogue helps foster trust and strengthens the partnership between home and school. We also prioritize transparency and consistency in communication by providing weekly campus and classroom newsletters, ensuring families are well-informed and connected. Additionally, we offer multiple channels for parents to reach out, making our campus accessible and responsive to their needs. These practices reflect our belief in the power of collaboration and the importance of working together to support student success.

# Barriers Identifying Perceptions Needs

## Barrier

## Root Cause

1

Ensuring that the channels parents want to receive information is being used consistently.

Sometimes the modes of communication needs to vary based on our stakeholders.

 = Priority

# Student Learning & Progress

## Summary

Peach Creek Elementary 2025 academic data highlights key trends in both Math and Reading Language Arts (RLA) across grades 3–6. While some progress is evident, especially in RLA, there are notable gaps in student mastery and growth, particularly in Math. STAAR data reveals a high percentage of students not meeting grade-level expectations, while MAP Growth data confirms low academic growth for a majority of students. These patterns underscore the need for targeted intervention, high-quality Tier I instruction, and a focus on moving students beyond Approaches toward Meets and Masters performance.

To address these concerns proactively, the campus has begun tracking student performance by performance band (DNM, Approaches, Meets, and Masters) after every major assessment. This system allows instructional leaders and teachers to signal when students are not demonstrating appropriate growth and to adjust instruction and intervention accordingly. This ongoing progress monitoring is critical for ensuring students remain on track to meet or exceed grade-level standards.

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## Strengths

Peach Creek Elementary demonstrated stronger student performance in RLA compared to Math, with over 75% of 4th and 6th grade students achieving Approaches or higher, and 6th grade leading with 42% at Meets and 18% at Masters. Across all grade levels in RLA, at least 65% of students reached Approaches, reflecting foundational comprehension and decoding skills. In Math, 6th grade showed relative strength, with the lowest Did Not Meet rate (35%) and 65% of students achieving Approaches or above, suggesting effective instructional practices in upper grades. The campus has also implemented a systematic process for tracking student performance by performance level (DNM, Approaches, Meets, Masters) after each assessment. This allows for real-time intervention, goal monitoring, and data-informed instructional adjustments to better support all learners.

# Barriers Identifying Student Learning & Progress Needs

Barrier	Root Cause
<p><b>1</b> ★</p> <p>A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.</p>	<p>This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.</p>
<p><b>2</b></p> <p>With 26% of the student population receiving special education services and 50% identified as Emergent Bilinguals, a large portion of the campus requires individualized support, differentiated instruction, and targeted intervention. This creates challenges with staffing capacity, scheduling, and ensuring that all students consistently receive high-quality, tiered instruction and services.</p>	<p>Higher than the state average for special education services</p>
<p><b>3</b></p> <p>A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.</p>	<p>This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.</p>
<p><b>4</b></p> <p>A barrier we currently have will be that with growth we will have new student data that we will need to begin tracking and implementing practices to ensure that all new students are growing.</p>	<p>Fast student population growth</p>

★ = Priority

# Community Engagement & Partnerships

## Summary

Upon reviewing our CKH data, our campus met or exceeded the baseline in all areas except one: “My student’s school communicates consistently.” This indicates a need to gather more input from stakeholders to ensure that the communication methods used by both the campus and classroom teachers are effective and accessible for all families. As we focus on this area for growth—particularly with new families joining PCE—we are committed to strengthening our efforts in family engagement. This includes intentionally inducting new families into our school community and creating multiple, consistent opportunities throughout the year to welcome and involve them in campus events and activities.

## Strengths

Our CKH data reflects strong performance in several key areas of family and student engagement. Parents report feeling welcomed on our campus and believe the school actively seeks their feedback. They also indicate that their children feel comfortable at school and that a genuine partnership exists between families and the campus—one where they feel heard and valued. Additionally, families are aware of the use of social contracts, and they recognize that students are given opportunities to contribute to and share in shaping the school culture. These responses highlight the positive and inclusive environment we strive to maintain at PCE.

# Barriers Identifying Community Engagement & Partnerships Needs

Barrier	Root Cause
<p><b>1</b> ★</p> <p>New families inducting into our already established campus culture and school family while revising our already established culture to welcome our new families.</p>	<p>This must be a priority to ensure that our new families are welcomed.</p>
<p><b>2</b></p> <p>Ensuring that the channels parents want to receive information is being used consistently.</p>	<p>Sometimes the modes of communication needs to vary based on our stakeholders.</p>

★ = Priority

# Professional Learning & Quality Staff

## Summary

Walkthrough data from Spring 2025 revealed inconsistencies in effective instructional delivery across classrooms, including unclear lesson objectives, limited use of structured student dialogue, inconsistent CHAMPS implementation, and a lack of materials readiness which led to instructional downtime. These gaps indicate a need to strengthen teacher capacity in planning and executing lessons that ensure high levels of student engagement, clarity, and academic ownership.

## Strengths

We have already began the work needed to ensure strong tier 1 instruction while now beginning the work to ensure strong tier 2/3 instruction during intervention time. We know we need to revise and adapt to support and provide high quality learning experiences to allow for student engagement.

# Barriers Identifying Professional Learning & Quality Staff Needs

Barrier	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="160 384 204 426">★</p> <p data-bbox="272 268 797 359">Consistent campus initiatives using Splendor Instructional Framework while inducting our teachers with these practices.</p>	<p data-bbox="902 268 1438 327">Induction and constant review of the Splendor Instructional Framework.</p>

★ = Priority

# Safety & Well-Being

## Summary

Based on a comparison of our End-of-Year (EOY) and Middle-of-Year (MOY) Capturing Kids' Hearts (CKH) survey data, we observed growth in several key areas, including maintaining a student-centered focus, staff willingness to support students, a positive belief in students' potential and well-being, and cultivating a culture of care—particularly when students are absent. Areas identified for continued growth include improving how conflicts are addressed and resolved collaboratively, increasing opportunities for staff to provide input on important decisions, and embedding consistent staff recognition into our campus culture.

## Strengths

Items 14 through 19 on the CKH survey emerged as our highest-scoring areas, with ratings ranging from 4.7 to 4.8. These results reflect key strengths across our campus, including a strong focus on building student-centered relationships (Item 14), a high level of staff willingness to support students (Item 15), and a consistently positive belief in students' potential and overall well-being (Items 16–17). Additionally, Items 18 and 19 highlight the presence of a caring and responsive culture, particularly when students are absent. Together, these items indicate a deeply rooted commitment to fostering a supportive and nurturing environment for all students.

# Barriers Identifying Safety & Well-Being Needs

Barrier	Root Cause
<p data-bbox="154 275 203 426">1 ★</p> <p data-bbox="272 268 841 296">Staff recognition, relational trust and collaboration</p>	<p data-bbox="902 268 1312 296">More opportunities for teacher input</p>

★ = Priority



# Priority Problem Statements

**Barrier**

**Root Cause**

1  
★

Consistent campus initiatives using Splendor Instructional Framework while inducting our teachers with these practices.

Induction and constant review of the Splendor Instructional Framework.

2  
★

A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.

This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.

3  
★

New families inducting into our already established campus culture and school family while revising our already established culture to welcome our new families.

This must be a priority to ensure that our new families are welcomed.

4  
★

Staff recognition, relational trust and collaboration

More opportunities for teacher input

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Gifted and talented data
- Response to Intervention (Rti) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

## **Parent/Community Data**

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



# 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

By March 2026 our students will increase their achievement on reading benchmarks from an average of 60% on meets and masters to at least 75% on meets and masters. By March 2026, our students will increase their achievement on math benchmark from an average of 40% on meets and master to at least 60% on meets and masters.

**Evidence of Success:** Student data trackers aligned to the high priority learning teks in math and reading.

**Staff Responsible:** Teachers and instructional leadership team

### Formative Reviews

Some Progress

October

No Progress

January

March

June

### Strategy 1 Targeted Support Strategy

Data Tracking and Intentional Intervention

**Intended Audience:** Students

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

**Date(s) / Timeframe:** March 2026

**Collaborating Departments:** Vertical Aligned teachers through PLCs

**Staff Responsible:** Teachers

**Barriers:** Student Learning & Progress 1

**TEA Priorities:** Build a foundation of reading and math

### Strategy 2

goal setting displayed and being used before and after each assessment by end of September/beginning of October.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Teachers  
Instructional Leadership Team

**Date(s) / Timeframe:** October 2025

**Staff Responsible:** Teachers Kindergarten-5th grade

**TEA Priorities:** Build a foundation of reading and math

### Strategy 3

Student Data Tracking (MAP, mCLASS, CFAs and tracking formative assessment through the high priority learning teks.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Teachers

**Date(s) / Timeframe:** October 2025

**Collaborating Departments:** Instructional Leadership Team

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

**Staff Responsible:** teachers

**Barriers:** Student Learning & Progress 1

**TEA Priorities:** Build a foundation of reading and math

### Strategy 4 Additional Targeted Support Strategy

Utilize the campus media specialist to support targeted reading intervention and enrichment through small group instruction.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** media Specialist

**Date(s) / Timeframe:** August 2025-April 2026

**Collaborating Departments:** Multiple Grade levels

**Delivery Method:** Face to Face, Small group instruction

**Staff Responsible:** Media Specialist, Teachers, Instructional Coaches, Principal

**Action Steps:** To help increase the percentage of students performing at or above the Meets level/on or above grade level in reading (as measured by MCLASS, MAP, CLI, and other assessments), the media specialist will collaborate with instructional leaders and classroom teachers to identify students in need of additional reading support or enrichment. Based on ongoing data reviews, the media specialist will pull small groups of students during designated times to provide focused instruction aligned with campus literacy goals. These sessions will reinforce foundational reading skills, fluency, and comprehension strategies, while also promoting a love of reading. Progress will be monitored regularly, and groupings will be flexible to respond to student growth.

**Barriers:** Student Learning & Progress 1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

## System Response (Goal) 1 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

1

A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.

This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.

## 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

## System Response (Goal) 1

By September 2025, all teachers will begin using the data tracking wall and student data will be tracked using Approaches, Meets and Masters, and DNM after each Common Formative Assessment.

**Evidence of Success:** Data trackers fully implemented by end of September in the PLC room and being used by October after each assessment.

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

June

## Strategy 1

By October 2025, all teachers will have student data trackers implemented within their

classroom for math, reading, and 5th grade science tracking the essential 8 targeted TEKS that were determined using previous data.

**Intended Audience:** Teachers and students

**Provider / Presenter / Person Responsible:** instructional coaches, principal, coalition

**Date(s) / Timeframe:** October 2025

**Delivery Method:** PLCs

**Staff Responsible:** Teachers

**Action Steps:** Teachers will use common student data trackers that will be paper base and will be with students every day during intervention to track their data after each formative assessment

**Barriers:** Student Learning & Progress 1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### System Response (Goal) 1 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

1

A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.

This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.

# 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

## Key Question 2

To what degree are we preparing students for life readiness?

**Initial Status:** Major Change

### System Response (Goal) 1

By May 2026, PCE will increase the average student daily attendance rate from the 2024-2025 baseline of 93.75% to at least 95%, through the implementation of consistent positive student attendance incentives, campus-wide recognition programs, and proactive family engagement strategies to promote the importance of regular school attendance.

**Evidence of Success:** 95% attendance by May 2026

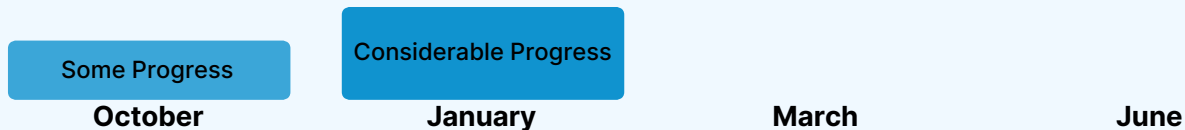
**Staff Responsible:** Teacher

Students

Leadership Team

Registrar

### Formative Reviews



### Strategy 1

Attendance Incentives

**Intended Audience:** Students

Parents

**Provider / Presenter / Person Responsible:** Teachers and Leadership Team

**Date(s) / Timeframe:** Aug 2025- May 2026

**Collaborating Departments:** Family engagement

**Delivery Method:** Every 9 week student recognition

**Staff Responsible:** Leadership Team

Teachers

Registrar

**Action Steps:** Every 9 week student perfect attendance will be recognized and each month an attendance challenge will occur.

**Barriers:** Student Learning & Progress 1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

## System Response (Goal) 1 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

1

A barrier we currently have at PCE is are student growth in meets and masters in both math and reading, but very much so in math.

This was the first full year of true math curriculum implementation for math in all grade levels, while it was the second full year of true implementation in reading curriculum.

# Pillar 3 Engaged, Well-Rounded Students

## Key Question 1

To what degree do students demonstrate noble actions?

**Initial Status:** Maintain

## Key Question 2

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

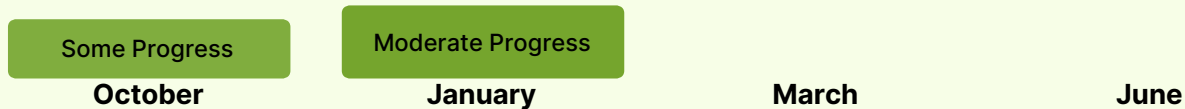
**Initial Status:** Minor Change

### System Response (Goal) 1

By December 19 2025, students will be given opportunities to lead CKH practices (Good Things, Ambassadors & Launches) observed in all classrooms 85% of the time.

**Evidence of Success:** 85%

#### Formative Reviews



### Strategy 1

PBIS

**Intended Audience:** students

**Provider / Presenter / Person Responsible:** Leadership Team

**Date(s) / Timeframe:** Sept 2025- May 2026

**Collaborating Departments:** Teachers  
Students

**Delivery Method:** Positive incentives

**Staff Responsible:** Leadership Team

**Action Steps:** The leadership team will recognize student positive behaviors aligned with the CKH whole group lessons facilitated by the counselor.

**Barriers:** Community Engagement & Partnerships 1 - Safety & Well-Being 1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### System Response (Goal) 1 Barriers Identifying Community Engagement & Partnerships

Barrier	Root Cause
<b>1</b> New families inducting into our already established campus culture and school family while revising our already established culture to welcome our new families.	This must be a priority to ensure that our new families are welcomed.

### System Response (Goal) 1 Barriers Identifying Safety & Well-Being

Barrier	Root Cause
<b>1</b> Staff recognition, relational trust and collaboration	More opportunities for teacher input

# Pillar 4 Community Engagement & Partnerships

## Key Question 1

To what degree does our community have opportunities to partner with the school district?

**Initial Status:** Minor Change

### System Response (Goal) 1

By January 2026, PCE will launch and establish a campus culture that is welcoming, inclusive, and collaborative, strengthening community partnerships and fostering pride among students, staff, and families. This will be measured by increasing family survey ratings to an average of 4.5 or higher on the following indicators: Consistent communication from school, Families feel heard when sharing concerns, Awareness of Social Contracts, and Student-led contributions and sharing about school culture.

**Evidence of Success:** CKH Teacher Input Survey Increase

**Staff Responsible:** Leadership team and Staff

**Barriers:** Safety & Well-Being 1

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

June

## Key Question 1 Barriers Identifying Safety & Well-Being

Barrier

Root Cause

1

Staff recognition, relational trust and collaboration

More opportunities for teacher input

## 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

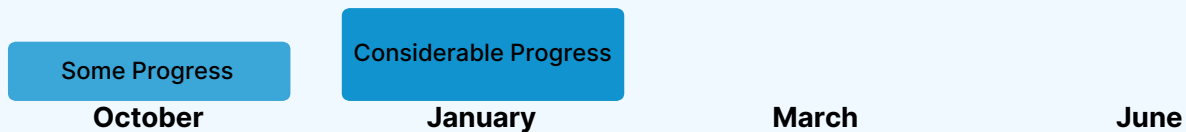
### System Response (Goal) 1

Progress will be measured through an increase of at least 50% in observed implementation of these elements by March 2026 compared to Spring 2025 baseline data.

**Evidence of Success:** 50% increase

**Staff Responsible:** Leadership Team  
Teachers

#### Formative Reviews



#### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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:** April 2026

**Collaborating Departments:** Teaching and Learning Department

**Delivery Method:** In person and virtual if needed

**Staff Responsible:** Leadership Team  
Teachers

**Barriers:** Professional Learning & Quality Staff 1

**TEA Priorities:** Recruit, support, retain teachers and principals

## System Response (Goal) 1 Barriers Identifying Professional Learning & Quality Staff

Barrier	Root Cause
1 Consistent campus initiatives using Splendor Instructional Framework while inducting our teachers with these practices.	Induction and constant review of the Splendor Instructional Framework.

### Key Question 2

To what degree are we inducting new employees into our learning organization?

**Initial Status:** Maintain but Consider a Change

### 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

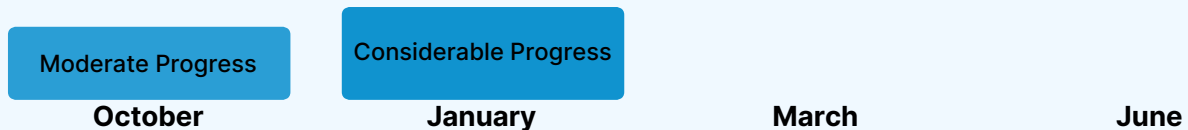
## System Response (Goal) 1

Walkthrough Data is collected to signal topics for faculty meetings and PD days focusing on the instructional framework and student data.

**Evidence of Success:** 100% of our campus PD days will be learning opportunities aligned to our strategic plan, instructional framework and student data

**Staff Responsible:** Campus Leadership Team  
Campus Design Team

### Formative Reviews



### Strategy 1

Year Long PD Schedule

**Intended Audience:** Teachers

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

**Date(s) / Timeframe:** March 2026

**Collaborating Departments:** Teaching and Learning

**Barriers:** Professional Learning & Quality Staff 1 - Safety & Well-Being 1

**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:** May 2026

**Collaborating Departments:** Teaching and Learning

**TEA Priorities:** Recruit, support, retain teachers and principals

### System Response (Goal) 1 Barriers Identifying Professional Learning & Quality Staff

Barrier	Root Cause
<b>1</b> Consistent campus initiatives using Splendor Instructional Framework while inducting our teachers with these practices.	Induction and constant review of the Splendor Instructional Framework.

### System Response (Goal) 1 Barriers Identifying Safety & Well-Being

Barrier	Root Cause
<b>1</b> Staff recognition, relational trust and collaboration	More opportunities for teacher input

# Pillar 6 Fiscal & Operational Systems

## Key Question 1

To what degree are all facilities well-maintained and conducive to learning?

**Initial Status:** Maintain

## 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

## Key Question 2

To what degree do we ensure social well-being for all students?

**Initial Status:** Maintain

## Key Question 3

To what degree do we ensure social well-being for all staff?

**Initial Status:** Minor Change

### System Response (Goal) 1

By January 2026, the campus will improve staff collaboration, recognition, and relational trust by increasing staff perception scores by at least 0.5 points in the following survey items: Conflict resolution, Input on campus decisions, Building each other up, and Staff recognition.

**Evidence of Success:** Staff collaboration, relational trust and perception scores increase on CKH survey

**Barriers:** Safety & Well-Being 1

### Formative Reviews

No Progress  
**October**

No Progress  
**January**

**March**

**June**

### Key Question 3 Barriers Identifying Safety & Well-Being

Barrier

Root Cause

**1**

Staff recognition, relational trust and collaboration

More opportunities for teacher input

