College Station ISD

Pebble Creek Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

To ensure every student grows, belongs, and achieves at high levels.

Vision

Pebble Creek Elementary will be a collaborative learning community where every educator takes collective responsibility for every student, ensuring each child is known, challenged, supported, and achieves at high levels.

Collective Commitments

Our mission explains why we exist. Our vision describes the future we are working to create. Our collective commitments define the promises we make to one another so that vision becomes reality.

BELONG:

- **We See Every Student.**
  - We intentionally build relationships so every student feels known, valued, and connected.
  - We communicate in ways that build trust with every student, every family, and one another.

GROW:

- **We Grow Together.**
  - We collaborate with purpose and learn from one another.
  - We seek feedback, reflect on our practice, and continuously improve.

ACHIEVE:

- **We Own Every Panther's Success.**
  - We take collective responsibility for every student's learning.
  - We use evidence to respond when students need additional support or greater challenge.

Together, we will create the school our students deserve. A place where every student and every adult belongs, grows, and achieves every day.

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Comprehensive Needs Assessment

Demographics

Summary

Pebble Creek Elementary is a neighborhood school in College Station ISD serving students in Early Education through fourth grade. We concluded the 2025–2026 school year with **621 students**. Over the past five years, enrollment has grown from **516 to 621 students**, an increase of more than **20%**. District rezoning and enrollment changes will continue to impact the composition of the campus during the 2026–2027 school year, making it important to continually monitor student needs and adjust campus systems accordingly.

The **2025–2026 demographic data** is used throughout this needs assessment to align with the student achievement, growth, attendance, and accountability data being analyzed. Current 2026–2027 enrollment and demographic trends will also be monitored throughout the year as campus improvement strategies are implemented.

Student Enrollment — 2025–2026

- Prekindergarten: 18
- Kindergarten: 110
- 1st Grade: 121
- 2nd Grade: 133
- 3rd Grade: 119
- 4th Grade: 119

Student Programs

- Special Education (including CASL, Adaptive Behavior and Speech): **25.60%**
- Economically Disadvantaged: **23.67%**
- Gifted & Talented: **10.79%**
- Dyslexia Services: **10.63%**
- Emergent Bilingual: **6.60%**
- Section 504: **0.32%**
- Military Connected: **1.29%**
- Foster Care: **0.64%**
- Homeless: **0.32%**

Key Trends

- Enrollment increased by **105 students (20.3%)** over the past five years.
- Attendance improved from **94.64% in 2021–2022 to 96.51% in 2025–2026**.
- Student mobility remains low at **8.3%**, below both the district (**11.0%**) and state (**16.4%**) averages.
- Longitudinal demographic data reflects a **substantial increase in the percentage of students receiving Special Education services**, resulting in a broader range of learning needs served across the campus.
- The percentage of students identified as **At Risk has also increased over time**, reinforcing the need for responsive instructional systems that provide timely support, acceleration, and extension based on evidence of student learning.
- Changes in student demographics provide important context for interpreting longitudinal achievement data; however, campus performance demonstrates that **high levels of student achievement remain attainable across changing student populations**.
- Beginning in 2026–2027, district rezoning and enrollment changes will continue to shift the composition of the campus. Pebble Creek will continue serving students through the **CASL program** as part of district specialized services.

Staff & Community

Pebble Creek is supported by dedicated teachers, specialists, paraprofessionals, and support staff who collaborate through Professional Learning Communities to strengthen instruction and meet the needs of every learner. Our campus also benefits from strong family partnerships, an active PTO, and supportive community organizations that contribute to student success.

Specialized Program Context:
During the 2025–2026 school year, Pebble Creek served students through the district's centralized Adaptive Behavior program in addition to other specialized services. Discipline data from 2025–2026 should therefore be interpreted within the context of the student programs and individualized behavioral needs served on the campus during that year. The Adaptive Behavior program transitioned from Pebble Creek prior to the 2026–2027 school year, while the campus continues to serve students through the CASL program. Because this programmatic change affects the composition of the campus, Pebble Creek will monitor 2026–2027 discipline and behavior data to establish an updated baseline and identify any emerging campuswide needs.

Demographic Summary

Pebble Creek has experienced meaningful changes in enrollment and student needs over time. These shifts provide important context for campus performance but do not determine student outcomes. Continued changes reinforce the need for responsive campus systems that ensure every student receives appropriate support, challenge, and enrichment.

Strengths

- Enrollment has grown by more than **20%** over the past five years.
- Attendance has steadily improved and reached **96.51%** in 2025–2026.
- Student mobility remains below district and state averages.
- The campus provides a wide range of specialized programs and services to support diverse student needs.
- Strong collaboration among staff, families, and community partners supports student success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Changes in enrollment, student needs, and specialized services require campus systems to continually adapt to ensure all students receive appropriate support, challenge, and enrichment.	Campus systems and staffing structures must continue to evolve in response to enrollment changes and the increasing range of academic, behavioral, and specialized student needs.

★ = Priority

Student Learning

Summary

Student learning data from the 2025–2026 school year reflects strong overall achievement while also identifying opportunities to improve consistency across grade levels, content areas, and student groups.

Final accountability results reflect an overall rating of **88 (B)**, including **88 (B) in Student Achievement, 87 (B) in School Progress, and 78 (C) in Closing the Gaps**. Pebble Creek also earned a **Distinction Designation in Academic Achievement in Mathematics**. Overall STAAR performance reflects strong achievement, with continued opportunities to increase the percentage of students achieving at the Meets and Masters Grade Level standards.

MAP Growth data indicates that Pebble Creek students continue to perform above district averages and national norms. Mathematics demonstrates strong achievement and growth across grade levels, while **reading growth is less consistent, particularly in the intermediate grades**. STAAR data reflects a similar pattern, with mathematics continuing to demonstrate strength while reading achievement and academic growth identify opportunities for improvement.

2025–26 STAAR results reflect strong overall achievement while also revealing significant differences among student groups. Campuswide, 58% of students achieved Meets Grade Level or above in RLA and 61% in Mathematics. In comparison, Economically Disadvantaged students achieved Meets Grade Level or above at 23% in RLA and 30% in Mathematics, representing gaps of 35 and 31 percentage points, respectively. Students receiving Special Education services achieved Meets Grade Level or above at 24% in RLA and 29% in Mathematics, representing gaps of 34 and 32 percentage points. African American students achieved Meets Grade Level or above at 32% in both RLA and Mathematics, representing gaps of 26 and 29 percentage points. These results demonstrate persistent achievement gaps among historically under-performing student groups and reinforce the need to accelerate learning while maintaining access to rigorous, grade-level instruction.

STAAR Academic Growth data show differing trends by content area. The overall Academic Growth Score increased from 72 in 2024 to 82 in 2025 before declining to 77 in 2026. Mathematics annual growth strengthened across the three-year period, increasing from 69 in 2024 to 74 in 2025 and 82 in 2026. In contrast, RLA annual growth increased from 72 in 2024 to 84 in 2025 before declining to 67 in 2026. The 17-point decline in RLA annual growth from 2025 to 2026 identifies Reading growth as a significant area for improvement. Federal Closing the Gaps data reflect a similar pattern, with the High Focus group achieving Meets Grade Level or above at 29% in RLA and 35% in Mathematics.

2025–26 STAAR Meets Grade Level or Above	Campus	Student Group	Achievement Gap
RLA – Economically Disadvantaged	58%	23%	-35 percentage points
RLA – Special Education	58%	24%	-34 percentage points
RLA – African American	58%	32%	-26 percentage points
Mathematics – Economically Disadvantaged	61%	30%	-31 percentage points
Mathematics – Special Education	61%	29%	-32 percentage points
Mathematics – African American	61%	32%	-29 percentage points

When MAP Reading growth data is disaggregated by program, differences in growth are more evident. Campuswide, 73% of K–4 students met or exceeded their projected Reading growth in 2025–26. In comparison, 65% of students identified as Free and Reduced Lunch (FRL) and 58% of students receiving services through an IEP met or exceeded their projected Reading growth. Grade-level results were particularly inconsistent in grades 1–3, with IEP Reading growth ranging from 49% to 60% and FRL Reading growth ranging from 56% to 60%. These data indicate a need to accelerate Reading growth for historically under-performing student groups while continuing to strengthen Tier 1 instruction and targeted instructional responses across K–4.

Analysis of MAP instructional areas, STAAR item performance, rationales, and performance-level descriptors indicates a consistent need to strengthen students' application of learning to cognitively complex tasks. Students demonstrate greater success with explicit information, foundational skills, and straightforward procedures, while performance becomes less consistent when tasks require synthesis, complex inference, multistep reasoning, connections across representations or texts, justification, and evidence-based reasoning. In RLA, this pattern is evident in synthesis, cross-textual connections, complex inference, and written response. In Mathematics, similar patterns emerge in multistep problem solving, model-based reasoning, and applying conceptual understanding across representations. These findings indicate a K–4 need for consistent Tier 1 instruction that requires students

to think deeply, communicate reasoning, and apply learning in increasingly rigorous contexts.

Extended Constructed Response (ECR) data identifies written response as an additional area of need, with approximately 50% of students earning zero points on the ECR. This finding, along with MAP Growth, STAAR, classroom assessment, and student work data, indicates a need to strengthen students' ability to comprehend increasingly rigorous text, communicate their thinking through discussion and writing, use relevant evidence, and explain their reasoning.

Economically Disadvantaged

- RLA Meets+: **23%**
- Math Meets+: **30%**

Special Education

- RLA Meets+: **24%**
- Math Meets+: **29%**

Assessment Area	Subgroup / Cohort	25-26 Baseline	Academic Growth & Performance Metrics
STAAR Academic Growth	**Grades 3-4 RLA**	**63.00%**	Percentage of eligible students earning a full annual growth point on STAAR RLA matrix.
MAP Growth (Math)	**K-4 All Students**	**80.00%**	Percentage of students meeting or exceeding individual MAP math growth projection.
MAP Growth (Reading)	**K-4 All Students**	**73.21%**	Percentage of students meeting or exceeding individual MAP reading growth projection.
Targeted MAP Reading	**Special Education (IEP)**	**58.00%**	Targeted IEP subgroup reading growth baseline (significant gap-closing priority area).
Targeted MAP Reading	**Free & Reduced Lunch (FRL)**	**65.00%**	Economically disadvantaged student group reading growth baseline on MAP.
STAAR Meets Standard	**Economically Disadvantaged**	**23% RLA / 30% M**	Meets Grade Level baseline on State STAAR tests (used for gap closure goals).
STAAR Meets Standard	**Special Education (Current)**	**24% RLA / 29% M**	Federal Targeted Support baseline (missed reading achievement target for 3 consecutive years).
STAAR Meets Standard	**Non-Economically Disadv.**	**68.00% Meets**	Overall campus average performance level representing the localized achievement gap.

Although overall achievement is strong, performance is not yet consistent across all student groups. These findings indicate a need to strengthen the consistency of Tier 1 instruction and responsive instructional practices so every student receives appropriate support, challenge, and enrichment based on evidence of learning.

Strengths

- **Final Accountability Rating of 88 (B)**, reflecting continued strong overall student performance.
- Earned a **Distinction Designation in Academic Achievement in Mathematics**.
- Students consistently perform **above district averages and national norms on MAP Growth**.
- **Mathematics achievement and growth are a campus strength**, with strong performance across grade levels.
- **Strong foundational literacy and mathematics skills in the primary grades.**
- MAP data reflects **strong Reading growth in the primary grades**, particularly Kindergarten and 1st grade.
- Students demonstrate **high overall levels of achievement**, providing a strong foundation for continued growth toward Meets and Masters Grade Level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Although overall achievement is strong, the percentage of students achieving at the Meets and Masters Grade Level standards varies across grade levels and content areas.	Collaborative teams do not yet consistently use evidence of student learning to identify misconceptions, adjust instruction, and increase student mastery.
2 ★	Reading achievement and growth indicate a need to strengthen students' comprehension of rigorous text and ability to communicate understanding through evidence-based written response.	Students do not consistently experience literacy instruction that requires deep comprehension, purposeful academic discussion, meaningful writing, and evidence-based reasoning, followed by targeted instructional responses when learning needs are identified.
3 ★	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

★ = Priority

School Processes & Programs

Summary

Pebble Creek continues to strengthen the systems and structures that support high-quality teaching and learning through Professional Learning Communities, collaborative planning, instructional coaching, common formative assessments, and professional learning aligned to Tier 1 instruction. Collaborative teams use student work, classroom assessments, MAP Growth, and common formative assessments to understand student learning and are continuing to strengthen how consistently that evidence is used to identify essential learning, respond to student needs, and improve outcomes.

As part of our PLC at Work journey, the staff identified **Anchor Statement #1: "Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation."** This shared commitment reflects our belief that every educator plays a role in the success of every student.

Student survey data indicate an opportunity to strengthen the purposeful use of technology for creation, collaboration, communication, and demonstration of learning, with 81% of students in grades 2–4 reporting that technology helps them share ideas, work with others, or create projects.

The campus will continue strengthening a consistent K–4 MTSS/response-to-learning process in Reading and Mathematics. Collaborative teams will use common evidence of learning to identify students needing additional support or extension, determine specific learning needs, provide targeted instructional responses, monitor progress, and adjust instruction based on results.

These findings indicate the need to strengthen the consistency of collaborative instructional practices so evidence of student learning results in timely instructional responses that provide intervention, support, challenge, or enrichment for every learner.

Strengths

- Professional learning is aligned to campus instructional priorities.
- Leadership promotes collaborative decision-making.
- Systems are in place to support students academically, behaviorally, and socially.
- Collaborative planning structures support continuous improvement.
- Staff are committed to the PLC at Work process and collective responsibility for student learning.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.
2 ★	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.
3	Students in grades 2-4 do not yet consistently use instructional technology as a tool for creation, collaboration, and communication of learning.	Technology integration is not yet purposefully and consistently planned to amplify student thinking, creation, and collaboration across K-4 classrooms.

★ = Priority

Perceptions

Summary

Pebble Creek is a school built on strong relationships and a shared commitment to student success. Feedback from students, staff, families, and community members indicates that the campus is viewed as caring, supportive, and student-centered.

Student survey results reflect positive relationships with teachers and caring adults, while also identifying opportunities to strengthen students' sense of belonging and peer relationships. Staff feedback reflects strong collaboration and teamwork while also indicating opportunities to build greater consistency in collective responsibility and shared ownership for student learning.

Spring 2026 Student Success Survey results reflect strong student perceptions of adult support, with 88% of students reporting that adults at school care about and support them. Eighty percent reported that the school makes sure everyone is included and feels welcome. However, only 66% of students reported that students at school care about and help each other, the lowest-rated item within the Relationships & School Experience category. These results identify student-to-student relationships, peer support, and belonging as opportunities for continued growth.

Staff survey data reflect strong professional relationships, with 100% of respondents reporting respectful and professional relationships among staff and 89% reporting that their contributions are valued and recognized. However, 78% of staff reported a sense of belonging and connection as a member of the school staff, indicating an opportunity to continue strengthening staff connection, inclusion, and collective identity.

Parent feedback reflects trust in the campus, appreciation for strong teacher-student relationships, and a desire for continued communication, high expectations, and meaningful partnerships that support student success.

These findings indicate opportunities to continue strengthening a culture where students, staff, families, and community members feel connected, valued, and actively engaged in the success of every student.

Strengths

- Students report positive relationships with teachers and caring adults.
- Staff value collaboration and continuous improvement.
- Families describe Pebble Creek as caring, supportive, and student-centered.
- Strong PTO, volunteers, and community partnerships.
- Leadership regularly gathers stakeholder feedback to guide improvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students and staff do not yet experience the desired level of belonging and connection across the campus.	Intentional practices that build belonging, peer connection, inclusion, and a shared sense of community are not yet consistently embedded in daily campus experiences.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Reading achievement and growth indicate a need to strengthen students' comprehension of rigorous text and ability to communicate understanding through evidence-based written response.	Students do not consistently experience literacy instruction that requires deep comprehension, purposeful academic discussion, meaningful writing, and evidence-based reasoning, followed by targeted instructional responses when learning needs are identified.
2 ★	Although overall achievement is strong, the percentage of students achieving at the Meets and Masters Grade Level standards varies across grade levels and content areas.	Collaborative teams do not yet consistently use evidence of student learning to identify misconceptions, adjust instruction, and increase student mastery.
3 ★	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.
4 ★	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.
5 ★	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.
6 ★	Students and staff do not yet experience the desired level of belonging and connection across the campus.	Intentional practices that build belonging, peer connection, inclusion, and a shared sense of community are not yet consistently embedded in daily campus experiences.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

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

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Support structures: mentors**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

☑ **Study of best practices and high yield strategies**

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, Pebble Creek Elementary will increase the percentage of eligible students in grades 3-4 earning a full annual growth point on STAAR RLA from 63% to 75%.

Evaluation Data Source: STAAR RLA Academic Growth; MAP Reading Growth & Projected Proficiency

Strategy 1

K-4 collaborative teams will use essential standards, common formative assessments, student work, and other evidence of learning in Reading to identify student needs, monitor progress, and plan timely instructional responses including reteaching, targeted small-group instruction, intervention, and extension.

Strategy's Expected Result/Impact: Collaborative teams will consistently translate evidence of student learning into timely instructional responses and monitor whether those responses result in increased student mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, K-4 Teachers, Special Education Teachers

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	April	June

Strategy 2

Strengthen Tier 1 instruction across K-4 through clear learning targets and success criteria, frequent checks for understanding, purposeful academic discourse, meaningful writing, and rigorous tasks that require students to explain, justify, connect, and apply their thinking.

Strategy's Expected Result/Impact: Students will engage more consistently in grade-level learning that requires deep thinking, communication, reasoning, and application, resulting in increased mastery and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, K-4 Teachers, Special Education Teachers, GT Specialist

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	April	June

Strategy 3

Teachers, instructional coaches, and administrators will regularly monitor student growth and achievement data to identify students who are not on track to meet expected growth and provide timely instructional support or extension based on identified needs.

Strategy's Expected Result/Impact: Students who are not on track to meet expected growth will be identified early and receive timely, targeted instructional support, resulting in an increased percentage of students meeting or exceeding expected growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist, K-4 Teachers, Special Education Teachers

Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Strategy 4

Implement a consistent K-4 MTSS/response-to-learning process in Reading and Mathematics in which collaborative teams use evidence of student learning to identify students needing additional support or extension, determine specific learning needs, provide targeted instructional responses, and monitor progress to determine next steps.

Strategy's Expected Result/Impact: Students will receive timely, targeted intervention or extension based on identified learning needs, resulting in increased academic growth and mastery of grade-level standards.

Staff Responsible for Monitoring:
Principal, Assistant Principal, Instructional Coaches, GT Specialist/MTSS Coordinator, K-4 Teachers, Special Education Teachers

Problem Statements: Student Learning 3 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although overall achievement is strong, the percentage of students achieving at the Meets and Masters Grade Level standards varies across grade levels and content areas.	Collaborative teams do not yet consistently use evidence of student learning to identify misconceptions, adjust instruction, and increase student mastery.
2	Reading achievement and growth indicate a need to strengthen students' comprehension of rigorous text and ability to communicate understanding through evidence-based written response.	Students do not consistently experience literacy instruction that requires deep comprehension, purposeful academic discussion, meaningful writing, and evidence-based reasoning, followed by targeted instructional responses when learning needs are identified.
3	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Performance Objective 2 ☑ High Priority

By May 2027, Pebble Creek Elementary will maintain at least 82% of eligible students in grades 3-4 earning a full annual growth point on STAAR Mathematics.

Evaluation Data Source: STAAR Mathematics Academic Growth; MAP Mathematics Growth & Projected Proficiency

Strategy 1

K-4 collaborative teams will use essential standards, common formative assessments, student work, and other evidence of learning in Mathematics to monitor student progress and plan timely instructional responses, including reteaching, targeted small-group instruction, intervention, and extension.

Strategy's Expected Result/Impact: Collaborative teams will consistently translate evidence of student learning into timely instructional responses and monitor whether those responses result in increased student mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, K-4 Teachers, Special Education Teachers

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	April	June

Strategy 2

Strengthen Tier 1 instruction across K-4 through clear learning targets and success criteria, frequent checks for understanding, purposeful academic discourse, meaningful writing, and rigorous tasks that require students to explain, justify, connect, and apply their thinking.

Strategy's Expected Result/Impact: Students will engage more consistently in grade-level learning that requires deep thinking, communication, reasoning, and application, resulting in increased mastery and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although overall achievement is strong, the percentage of students achieving at the Meets and Masters Grade Level standards varies across grade levels and content areas.	Collaborative teams do not yet consistently use evidence of student learning to identify misconceptions, adjust instruction, and increase student mastery.
3	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

Performance Objective 3 ☑ High Priority

By May 2027, at least 65% of students in each tested grade level and content area will achieve Meets Grade Level or above on STAAR RLA and Mathematics.

Evaluation Data Source: STAAR RLA and Mathematics and MAP Growth Projected Proficiency

Strategy 1

Strengthen Tier 1 instruction across K-4 by consistently engaging students in rigorous learning experiences that require them to explain, justify, connect, and apply their thinking through reading, writing, academic discussion, and mathematical problem solving.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level standards and increased ability to apply, explain, and justify their learning, resulting in more students achieving Meets and Masters Grade Level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

K-4 collaborative teams will identify essential standards, establish common expectations for proficiency, and use common evidence of student learning to determine whether students have mastered grade-level learning expectations.

Strategy's Expected Result/Impact: Collaborative teams will develop greater clarity around what students must know and be able to do and use common evidence of mastery to strengthen instructional planning and increase grade-level achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

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Strategy 3

Collaborative teams will intentionally plan opportunities for students who have demonstrated initial mastery to deepen and extend their learning through increasingly complex tasks, application, reasoning, and enrichment.

Strategy's Expected Result/Impact: Students who demonstrate initial mastery will continue progressing toward deeper levels of understanding and application, contributing to increased Meets and Masters Grade Level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although overall achievement is strong, the percentage of students achieving at the Meets and Masters Grade Level standards varies across grade levels and content areas.	Collaborative teams do not yet consistently use evidence of student learning to identify misconceptions, adjust instruction, and increase student mastery.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.

Performance Objective 4 ☑ High Priority

By May 2027, Pebble Creek Elementary will maintain at least 80% of K-4 students meeting or exceeding their projected growth in Mathematics on MAP Growth, maintaining the 2025-26 baseline of 80%.

Evaluation Data Source: MAP Growth Reports

Strategy 1

K-4 collaborative teams will use essential standards, common formative assessments, student work, and other evidence of learning in Mathematics to monitor student progress and plan timely instructional responses, including reteaching, targeted small-group instruction, intervention, and extension.

Strategy's Expected Result/Impact: Collaborative teams will consistently use evidence of student learning to identify student needs, plan timely instructional responses, and monitor the impact of reteaching, intervention, and extension.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.

2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Performance Objective 5 ☑ High Priority

By May 2027, Pebble Creek Elementary will increase the percentage of K-4 students meeting or exceeding their projected growth in Reading on MAP Growth from 73% to 80%.

Evaluation Data Source: MAP Growth Reports

Strategy 1

K-4 collaborative teams will use essential standards, common formative assessments, student work, and other evidence of learning in Reading to monitor student progress and plan timely instructional responses, including reteaching, targeted small-group instruction, intervention, and extension.

Strategy's Expected Result/Impact: Collaborative teams will consistently translate evidence of student learning into timely instructional responses and monitor whether those responses result in increased student mastery and Reading growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Strategy 2

Teachers, instructional coaches, and administrators will regularly monitor student growth and achievement data to identify students who are not on track to meet expected growth and provide timely instructional support or extension based on identified needs.

Strategy's Expected Result/Impact: Students who are not on track to meet expected Reading growth will be identified early and receive timely, targeted instructional support, resulting in an increased percentage of K-4 students meeting or exceeding projected Reading growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: Student Learning 2, 3 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Strategy 3

Strengthen K-4 literacy instruction through explicit, evidence-based instruction responsive to identified student needs in foundational skills, vocabulary, comprehension, fluency, and written response, with targeted small-group instruction based on current evidence of student learning including opportunities for students to respond to text orally and in writing, use relevant text evidence, organize ideas, and explain their reasoning.

Strategy's Expected Result/Impact: Students will receive targeted literacy instruction aligned to identified skill needs, resulting in increased Reading growth and stronger comprehension, written response, and application of grade-level learning.

Staff Responsible for Monitoring: ELA/SS Instructional Coach, Administration, Guiding Coalition

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Reading achievement and growth indicate a need to strengthen students' comprehension of rigorous text and ability to communicate understanding through evidence-based written response.	Students do not consistently experience literacy instruction that requires deep comprehension, purposeful academic discussion, meaningful writing, and evidence-based reasoning, followed by targeted instructional responses when learning needs are identified.
3	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Performance Objective 6 ☑ High Priority

By May 2027, 100% of K-4 collaborative teams will demonstrate "Routinely Implementing" on all Pathway 1 Collaborative Culture indicators and at least "Implementing" on all Pathway 2 Team Teaching-Assessing-Learning Cycle indicators, as measured by the CSISD PLC Team Progress - Pathways tool.

Evaluation Data Source: CSISD PLC Team Progress - Pathways Tool

Strategy 1

Establish and maintain consistent K-4 CTM structures, including shared norms, defined team roles, focused agendas, clear outcomes, and documentation of team decisions and next steps.

Strategy's Expected Result/Impact: Collaborative teams will develop consistent structures and routines that support productive collaboration, shared responsibility, and progress toward Routinely Implementing on all Pathway 1 Collaborative Culture indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

Collaborative teams will implement a consistent teaching-assessing-learning cycle by identifying essential standards, establishing proficiency expectations, using common evidence of learning, analyzing results, and determining timely intervention and extension based on student needs.

Strategy's Expected Result/Impact: Collaborative teams will move beyond planning together to consistently using evidence of student learning to make shared instructional decisions and provide timely intervention and extension, resulting in progress across Pathway 2 indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Strategy 3

Campus administrators and instructional coaches will provide differentiated coaching, modeling, feedback, and support to collaborative teams based on each team's current level of implementation on the CSISD PLC Team Progress - Pathways tool.

Strategy's Expected Result/Impact: Teams will receive targeted support based on identified needs, resulting in measurable progress from their baseline implementation levels toward Routinely Implementing Pathway 1 and Implementing Pathway 2.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 4

Implement Panther Grow Day to provide recurring, protected collaborative time for K-4 teams and SPED teachers to deepen collective responsibility for student learning through analysis of evidence of learning, instructional planning, and development of responsive intervention and enrichment.

Strategy's Expected Result/Impact: Collaborative teams will have increased time and capacity to make shared instructional decisions and collectively respond to student learning.

Staff Responsible for Monitoring: Administration, GT Specialist, K-4 Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although overall achievement is strong, the percentage of students achieving at the Meets and Masters Grade Level standards varies across grade levels and content areas.	Collaborative teams do not yet consistently use evidence of student learning to identify misconceptions, adjust instruction, and increase student mastery.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

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

Performance Objective 1 ☑ High Priority

By May 2027, Pebble Creek Elementary will increase the percentage of Economically Disadvantaged, Special Education, and African American students achieving Meets Grade Level or above on STAAR RLA and Mathematics to at least 40% in each student group and content area.

Evaluation Data Source: 2025-26 STAAR Meets+ Baseline - 2026-27 Target
Eco Dis RLA: 23% - 40%
Eco Dis Math: 30% - 40%
SPED RLA: 24% - 40%
SPED Math: 29% - 40%
African American RLA: 32% - 40%
African American Math: 32% - 40%

Strategy 1

Collaborative teams will regularly disaggregate student learning data for historically under-performing student groups to identify individual learning needs, monitor progress, and plan timely instructional responses.

Strategy's Expected Result/Impact: Students from historically under-performing student groups who are not demonstrating mastery or expected progress will be identified early and receive timely, targeted instructional responses, resulting in increased grade-level achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Special Education Team

Problem Statements: Student Learning 3 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Strategy 2

Ensure students from historically under-performing student groups have consistent access to grade-level Tier 1 instruction, appropriate scaffolds, and targeted instructional responses without lowering the cognitive demand of the learning.

Strategy's Expected Result/Impact: Students will receive the support necessary to access and demonstrate mastery of grade-level learning, resulting in accelerated growth and reduced achievement gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Strategy 3

Provide supplemental, targeted small-group academic intervention for identified at-risk students based on current evidence of learning, with intervention aligned to grade-level essential standards and individual student needs.

Strategy's Expected Result/Impact: Identified at-risk students will receive additional time and targeted instruction beyond core supports to address unfinished learning and accelerate progress toward grade-level mastery.

Staff Responsible for Monitoring:
Principal, Assistant Principal, Instructional Coaches, GT Specialist-MTSS Coordinator

Problem Statements: Student Learning 3

Funding Sources: Supplemental instructional and intervention materials and extra-duty intervention/ tutoring support for identified at-risk students 199 State Compensatory Ed (SCE), $2,680

Formative Reviews

November	February	April	June

Strategy 4

Strengthen collaboration between general education and Special Education staff to ensure students receiving Special Education services have access to grade-level essential standards, appropriate accommodations and supports, and coordinated instructional responses based on student learning evidence.

Strategy's Expected Result/Impact: Students receiving Special Education services will experience greater alignment between core instruction, accommodations, specialized instruction, and intervention, resulting in increased access to and mastery of grade-level standards.

Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, Special Education Team, ARD Facilitator

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Performance Objective 2 ☑ High Priority

By May 2027, Pebble Creek Elementary will increase the percentage of K-4 students receiving services through an IEP who meet or exceed their projected growth in Reading on MAP Growth from 58% to 70%.

Evaluation Data Source: MAP Growth Reports

Strategy 1

Collaborative teams will regularly disaggregate student learning data for students receiving services through an IEP to identify individual learning needs, monitor Reading growth, and plan timely instructional responses.

Strategy's Expected Result/Impact: Students receiving services through an IEP who are not on track to meet projected Reading growth will be identified early and receive timely, targeted instructional support, resulting in increased Reading growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Special Education Team

Problem Statements: Student Learning 3 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Strategy 2

Strengthen collaboration between general education and Special Education staff to ensure students receiving Special Education services have access to grade-level essential standards, appropriate accommodations and supports, and coordinated instructional responses based on student learning evidence.

Strategy's Expected Result/Impact: Students receiving Special Education services will experience greater alignment between core Reading instruction, accommodations, specialized instruction, and intervention, resulting in increased progress toward individual and grade-level learning expectations.

Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, Special Education Team, MTSS Coordinator

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Performance Objective 3 ☑ High Priority

By May 2027, Pebble Creek Elementary will increase the percentage of K-4 students identified as Economically Disadvantaged who meet or exceed their projected growth in Reading on MAP Growth from 65% to 70%.

Evaluation Data Source: MAP Growth Reports

Strategy 1

Collaborative teams will regularly disaggregate student learning data for Economically Disadvantaged students to identify individual learning needs, monitor Reading growth, and plan timely instructional responses.

Strategy's Expected Result/Impact: Economically Disadvantaged students who are not on track to meet projected Reading growth will be identified early and receive timely, targeted instructional support, resulting in increased Reading growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist - MTSS Coordinator

Problem Statements: Student Learning 3 - School Processes & Programs 2

Formative Reviews

November	February	April	June

Strategy 2

Provide supplemental, targeted small-group academic intervention for identified at-risk students based on current evidence of learning, with intervention aligned to grade-level essential standards and individual student needs.

Strategy's Expected Result/Impact: Identified at-risk students will receive additional time and targeted instruction beyond core supports to address unfinished learning and accelerate progress toward grade-level mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, MTSS Coordinator

Problem Statements: Student Learning 3

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Achievement gaps persist among historically under-performing student groups, including students receiving Special Education services, students identified as At Risk, Economically Disadvantaged students, and African American students.	Evidence of student learning is not yet consistently used to provide timely, targeted instruction matched to individual student needs.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By May 2027, Pebble Creek Elementary will increase the percentage of students in grades 2-4 who report that students at their school care about and help each other from 66% to 80%, as measured by the CSISD Student Success Survey.

Evaluation Data Source: CSISD Student Success Survey

Strategy 1

Provide consistent opportunities across classrooms and campus experiences for students to build relationships, collaborate with peers, contribute to their school community, and experience being known, valued, and included.

Strategy's Expected Result/Impact: Students will report stronger peer relationships, increased connection to their school community, and a greater sense of belonging at Pebble Creek.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Strategy 2

Explicitly teach, model, practice, acknowledge, and reinforce Panther Way expectations for respectful, responsible, safe, and supportive interactions across classrooms and common areas.

Strategy's Expected Result/Impact: Students will demonstrate increasingly consistent positive interactions and shared behavioral expectations, contributing to a safe, supportive, and inclusive campus environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Strategy 3

Gather and review student voice and perception data throughout the year to identify patterns in belonging, peer relationships, and school experience and use the findings to adjust campus and classroom supports.

Strategy's Expected Result/Impact: Student perception data will be used throughout the year to identify areas of need and implement timely supports, resulting in improved student belonging and peer connection.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and staff do not yet experience the desired level of belonging and connection across the campus.	Intentional practices that build belonging, peer connection, inclusion, and a shared sense of community are not yet consistently embedded in daily campus experiences.

Performance Objective 2 ☑ High Priority

By May 2027, Pebble Creek Elementary will maintain a yearly student attendance rate of at least 96.5%, maintaining the 2025-26 baseline of 96.51%.

Evaluation Data Source: Attendance Reports

Strategy 1

Monitor student attendance consistently and partner with families to identify and address barriers for students demonstrating patterns of absences or tardiness.

Strategy's Expected Result/Impact: Students with emerging attendance concerns will be identified early and receive timely, individualized support, contributing to improved or sustained campus attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance/Front Office Staff

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and staff do not yet experience the desired level of belonging and connection across the campus.	Intentional practices that build belonging, peer connection, inclusion, and a shared sense of community are not yet consistently embedded in daily campus experiences.

Performance Objective 3 ☑ High Priority

By May 2027, Pebble Creek Elementary will increase the percentage of staff who report a sense of belonging and connection as a member of the school staff from 78% to 90%, as measured by the CSISD Staff Success Survey.

Evaluation Data Source: CSISD Staff Success Survey, Campus Surveys, Team Meetings, Feedback

Strategy 1

Use Clifton-Strengths to build staff self-awareness, appreciation of individual strengths, and understanding of how diverse strengths contribute to stronger teams and collective success.

Strategy's Expected Result/Impact: Staff will develop greater understanding and appreciation of their own strengths and the strengths of others, contributing to increased connection, value, and belonging across the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Strategy 2

Strengthen staff belonging and connection through intentional opportunities for relationship building, collaboration, recognition, shared learning, and meaningful contribution to the campus community.

Strategy's Expected Result/Impact: Staff will report an increased sense of connection, belonging, and shared purpose within the Pebble Creek community.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Strategy 3

Provide intentional, ongoing support for new staff through regular check-ins, opportunities for connection, and targeted guidance throughout their first year at Pebble Creek.

Strategy's Expected Result/Impact: New staff will feel supported, connected, and confident in campus expectations and culture, contributing to increased staff belonging and successful integration into the Pebble Creek community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coaches, Mentor Teachers

Problem Statements: Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and staff do not yet experience the desired level of belonging and connection across the campus.	Intentional practices that build belonging, peer connection, inclusion, and a shared sense of community are not yet consistently embedded in daily campus experiences.

Performance Objective 4 ☑ High Priority

By May 2027, at least 85% of K-4 students will report that Panther Grow Day provides opportunities to try new things, develop their interests and strengths, and engage in challenging and enjoyable learning experiences.

Evaluation Data Source: Panther Grow Day Student Survey

Strategy 1

Implement Panther Grow Day to provide K-4 students with recurring enrichment and extension experiences that promote creativity, critical thinking, problem solving, collaboration, exploration of interests, and development of individual strengths.

Strategy's Expected Result/Impact: Students will experience increased opportunities for enrichment and extension beyond the core curriculum and will report that Panther Grow Day provides opportunities to explore interests, develop strengths, try new things, and engage in challenging and enjoyable learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, GT Specialist, Panther Grow Day Team

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

Goal 4

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

Performance Objective 1

☑ **High Priority**

By May 2027, Pebble Creek Elementary will increase the percentage of students in grades 2-4 who report that technology helps them share ideas, work with others, or create projects from 81% to 90%, as measured by the CSISD Student Success Survey.

Evaluation Data Source: CSISD Student Success Survey, Student Feedback

Strategy 1

Integrate instructional technology purposefully across K-4 to amplify student thinking, creation, collaboration, communication, research, and demonstration of learning rather than passive consumption or task completion.

Strategy's Expected Result/Impact: Students will increasingly use technology to create, collaborate, communicate, conduct research, and demonstrate their learning in meaningful ways.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers, Digital Learning Ambassador

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	April	June

Strategy 2

Provide collaborative planning, modeling, coaching, and professional learning that support teachers in selecting and using technology when it meaningfully enhances student thinking, creativity, collaboration, communication, or demonstration of learning.

Strategy's Expected Result/Impact: Teachers will make increasingly intentional decisions about when and how technology enhances learning, resulting in more meaningful opportunities for students to use technology as creators, collaborators, and communicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers, Digital Learning Ambassador

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative teams do not yet consistently implement common practices that translate collective responsibility into improved student learning.	Teams are at varying levels of implementation in analyzing evidence of learning, planning instructional responses, and monitoring the impact of those responses.
2	A consistent K-4 system for responding to evidence of student learning through intervention, extension, and progress monitoring is not yet fully implemented across grade levels.	Collaborative teams do not yet use a common decision-making process to determine who needs additional support or extension, what response is needed, and whether that response is working.

State Compensatory Education

State Compensatory

Budget for Pebble Creek Elementary School

Total SCE Funds: $2,680.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Supplemental instructional and intervention materials and extra-duty intervention/tutoring support for identified at-risk students	--	$2,680.00
				Sub-Total	$2,680.00
				Budgeted Fund Source Amount	$2,680.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	