

Socorro Independent School District



Pebble Hills High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Social Studies, Top 25 Percent:
Comparative Academic Growth, Postsecondary
Readiness

2025-2026 Campus Improvement Plan

Board Approval Date:
August 20, 2025

Public Presentation Date:
August 20, 2025

Mission Statement

Mission Statement

Within a respectful, safe, and supportive environment, Pebble Hills High School will foster relevant, rigorous, and blended learning opportunities built on inspiring, impactful relationships with high expectations to prepare all students to excel and positively contribute to an evolving global society.

Vision

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Summary

Campus: Pebble Hills High 011

Demographics: 2024-2025 End of Year

District, EOY 2024-2025: ECD 71.6%; At-Risk 54.7%; EB 28.8%, SPED 15.2%, Military 14.3%

- Enrollment: 2868, Grades 9-12, 2nd of 8 high schools; projected 2025-2026: 2929, +2.1%
- Economically Disadvantaged: 60.3%, 8th of 8 high schools, 11.3% below district percentage.
- At-Risk: 40.6%, 7th of 8 high schools, 14.1% below district percentage.
- Emergent Bilingual: 18.3%, 7th of 8 high schools, 10.5% below district percentage.
- Special Education: 8.9%, 7th of 8 high schools, 6.3% below district percentage.
- Military Connected: 20.9%, 1st of 8 high schools, 6.6% above district percentage.

Strengths

Our school has a robust enrollment of 2868 students spanning grades 9-12, making us the second among eight high schools in our district. This stable enrollment figure, with a slight projected increase of 2.1% for the 2025-2026 academic year, reflects our commitment to maintaining a consistent and supportive learning environment for our students.

We are proud to serve a diverse student body, with 60.3% of our students identified as economically disadvantaged. While we rank eighth among the high schools, we are 11.3% below the district percentage, indicating our effective strategies in supporting these students and providing them with the resources they need to succeed.

Our at-risk student population stands at 40.6%, placing us seventh among high schools. This is 14.1% below the district percentage, showcasing our proactive measures in identifying and supporting at-risk students, ensuring they receive the necessary interventions to thrive academically and socially.

With 18.3% of our students being emergent bilinguals, we rank seventh among high schools. This is 10.5% below the district percentage, highlighting our effective language support programs that help these students achieve proficiency and excel in their academic pursuits.

Our special education population is 8.9%, ranking us seventh among high schools. Being 6.3% below the district percentage, we are dedicated to providing individualized support and resources to meet the unique needs of our special education students, fostering an inclusive and accommodating learning environment.

We are particularly proud of our military-connected student population, which stands at 20.9%. This places us first among high schools, slightly above the district percentage. Our school is committed to supporting military families, understanding their unique challenges, and providing a stable and nurturing environment for their children.

Tutoring programs are offered before school, after school, Saturdays, during intersession and during school via college tutors and instructional aides with specialties in Math, English and English Language Acquisition. TI Inspires continue to be utilized in Math classes and on assessments. At risk populations are offered assistance not only through tutoring and our service programs, but Library aides are another resource available for supplemental instruction and mentoring. For a minimal cost, students are provided with the opportunity to take the TSI, AP, PLAN, ACT, PSAT, and SAT exams and perform at college ready levels. All Algebra 2 students will be given an opportunity to take the TSIA2 this semester. In accordance with House Bill 5 students

are provided with the opportunity to participate in Pebble Hills Early College High School. PLCs provide a forum in which teachers review data, identify at risk populations, collaborate the use of instructional practices and mini professional development. Technology training was provided to familiarize teachers with various apps to implement in the classroom. New technology will continue to be purchased to maximize student learning.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	EB students have made gains but are not meeting all the requirements to exit the ESL program.	PHHS needs to incorporate and train on EB instructional best strategies.
2 ★	SPED students are not performing at the same level as their peers.	PHHS needs training in the area of the effective co-teach models and assessment delivery.

★ = Priority

Student Learning

Summary

The goal at Pebble Hills High School is to increase student performance in all assessed areas to ensure students will be college and career ready upon graduation. In place to help us reach our goal currently is Advanced Placement classes, Dual Credit, Dual Enrollment, Honor classes, Read 180, Edgenuity, Gifted and Talented program, Special Education, and 504 programs. All academics are monitored through PLC teams. The teams meet as needed to monitor their students' progress, design interventions, and meet with parents. Pebble Hills High School is a DNA campus, technology is used to facilitate most instruction and projects on and off campus. This is accomplished by having an open Wi-Fi for students to use their personal electronic devices for instructional purposes.

2025 EOC Assessment Results

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	74%	74% (0)	61%	57% (-4)	17%	15% (-2)
English II	82%	80% (-2)	69%	68% (-1)	8%	7% (-1)
Algebra I	77%	61% (-16)	54%	33% (-21)	31%	14% (-17)
Biology	94%	96% (+2)	61%	68% (+7)	13%	17% (+4)
U.S. History	99%	97% (-2)	83%	76% (-7)	48%	40% (-8)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	52%	58% (+6)	33%	34% (+1)	5%	3% (-2)
English II	67%	60% (-7)	46%	41% (-5)	2%	1% (-1)
Algebra I	67%	48% (-19)	38%	18% (-20)	19%	7% (-12)
Biology	89%	93% (+4)	36%	49% (+13)	5%	5% (0)
U.S. History	96%	95% (-1)	65%	58% (-7)	23%	19% (-4)

Economically Disadvantaged

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	71%	71% (0)	55%	52% (-3)	13%	12% (-1)
English II	80%	77% (-3)	64%	64% (0)	6%	5% (-1)
Algebra I	71%	60% (-11)	51%	31% (-20)	27%	11% (-16)
Biology	93%	95% (+2)	51%	64% (+13)	11%	14% (+3)
U.S. History	98%	96% (-2)	79%	71% (-8)	42%	34% (-8)

Emergent Bilingual

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	50%	47% (-3)	31%	29% (-2)	6%	1% (-5)
English II	63%	56% (-7)	40%	36% (-4)	2%	1% (-1)
Algebra I	66%	35% (-31)	31%	24% (-7)	17%	7% (-10)
Biology	87%	92% (+5)	43%	42% (-1)	7%	4% (-3)
U.S. History	98%	97% (-1)	60%	49% (-11)	18%	18% (0)

Special Education

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	31%	33% (+2)	18%	16% (-2)	1%	1% (0)
English II	41%	42% (+1)	24%	20% (-4)	3%	0% (-3)
Algebra I	56%	43% (-13)	31%	7% (-24)	8%	0% (-8)
Biology	77%	79% (+2)	23%	30% (+7)	6%	2% (-4)
U.S. History	93%	78% (-15)	61%	33% (-28)	16%	10% (-6)

HB3 CCMR GOAL (USE IN CNA-STUDENT LEARNING SECTION)

The percent of graduates that met the criteria for CCMR:

Subgroup	2019 (Baseline)	2020	2021	2022	2023	2024
All Students	61%	55%	63%	67%	76%	68%
African-American	56%	46%	56%	70%	81%	70%
Hispanic	61%	55%	62%	67%	77%	69%
White	69%	59%	79%	70%	70%	59%
Special Education	58%	62%	68%	73%	64%	91%
Econ. Disadvantaged	61%	50%	58%	65%	75%	65%
English Learners	51%	53%	37%	49%	59%	60%

The percent of students that received an Approved Industry-Based Certification:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023	2024
All Students	4%	15%	39%	50%	28%
African-American	0%	8%	38%	43%	34%
Hispanic	4%	15%	39%	51%	24%
White	9%	29%	35%	39%	23%
Special Education	0%	5%	24%	15%	15%
Econ. Disadvantaged	4%	13%	38%	49%	25%
English Learners	3%	9%	25%	37%	19%

The percent of CCMR students that achieved the TSI criteria on the Math TSIA:

Yearly Target Goals	2019 (baseline)	2021	2022	2023	2024
All Students	22%	32%	26%	26%	22%
African-American	21%	32%	16%	14%	31%
Hispanic	20%	32%	26%	25%	21%
White	38%	38%	35%	30%	17%
Special Education	7%	2%	0%	4%	N/A
Econ. Disadvantaged	19%	25%	23%	26%	21%
English Learners	8%	13%	7%	11%	11%

State Graduation Rate:

4-Year 2022	4-Year 2023	4-Year 2024	5-Year 2022	5-Year 2023	5-Year 2024	6-Year 2022	6-Year 2023	6-Year 2024
93.7%	92.3%	93.6%	93.5%	94.7%	93.6%	95.5%	93.7%	94.9%

Federal Graduation Rate:

2020	2021	2022	2023	2024
91.8%	89.3%	93.1%	91.8%	91.9%

Strengths

A tremendous strength at Pebble Hills High School is our CCMR goal is already above 80% with the goal being at 90%. We will strive to increase this goal on an annual basis for our students and community. PHHS has significantly reduced the number of students with LOC and has increased in the number of students who regained credit through the LOC recovery labs.

In 2025, the campus demonstrated notable strengths in student achievement, particularly in the Biology. Across all students, Biology performance remained consistently high, with 96% of students achieving at the Approaches Grade Level standard for the second consecutive year. More impressively, the percentage of students reaching the Meets and Masters levels increased by 7 and 4 percentage points, respectively, indicating a strong upward trend in deeper comprehension and critical thinking skills.

Among student groups, the At-Risk population showed exceptional growth, particularly in English I/Biology, where Approaches and Meets levels rose by 6/4 and 1/13 percentage points, respectively. This suggests that targeted interventions and instructional supports are effectively closing achievement gaps for this group.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Mastery-level performance remains below district and state in English/Algebra I/US History in all student groups, limiting progress toward closing achievement.

Teachers need additional training and support in rigor and differentiation to help close the gaps with our student groups.

2

English/Algebra I/US History in all student groups decreased from the previous school year.

Admin and teachers need additional training and support in data analysis to help with increasing achieving high expectations from year to year.

 = Priority

School Processes & Programs

Summary

Pebble Hills High School is committed to recruiting and retaining 100% highly qualified faculty, staff, and support personnel to ensure high levels of student academic achievement and to prepare all students to graduate college and career ready. District and campus leaders collaborate with faculty and staff to align instructional practices with federal, state, and district goals. The leadership team meets weekly to strategically plan, review instructional priorities, and lead Professional Learning Communities (PLCs) to support data-driven instruction and continuous improvement. Communication of the school's mission, vision, and goals is consistent and transparent, shared through multiple platforms including newsletters, campus calendars, parent meetings, and community events. Leadership is structured by grade level, with administrators and counselors actively participating in PLCs, ARDs, RTI meetings, and student support initiatives. The campus offers a robust academic program that includes honors and high school credit courses, a competitive GT program, and a co-teach model for special education. Social-emotional learning is embedded through counselor-led lessons and monitored by administration. ELL students are supported by certified bilingual/ESL teachers using SIOP and ELPS strategies, with additional tutoring and small group instruction. Family and community engagement remains a cornerstone of the campus culture, supported by a dedicated Title I-funded parent liaison. Through collaborative efforts with all stakeholders, PHHS remains focused on ensuring every student is equipped with the academic and social-emotional skills necessary for future success.

Strengths

Pebble Hills High School has established a strong foundation of accountability systems that are data-driven and responsive to student needs. Last year, student progress was closely monitored through 3-, 6-, and 9-week data reviews. For the 2025–2026 school year, the campus will implement a more frequent assessment cycle, including 4- and 9-week benchmarks and weekly Common Formative Assessments (CFAs). Instructional planning remains fluid and responsive, with targeted areas adjusted based on the most current data. Teachers utilize TEKS Academies every nine weeks to collaboratively plan prescriptive lessons aligned to student performance data.

Another key strength is the school's commitment to providing enrichment opportunities that extend beyond academics. These programs foster creativity, critical thinking, and personal growth, allowing students to explore their interests and talents in meaningful ways.

Family and community engagement continues to be a cornerstone of the campus's success. The school offers a variety of parent education classes, college and career readiness sessions, and open house events to strengthen the home-school connection. The Communities in Schools (CIS) coordinator and Title I-funded parent liaison actively cultivate partnerships that support student achievement and well-being.

Tutoring programs that are offered before school, after school, Saturdays, during intersession and during school. Students are provided with the opportunity to take the TSIA2, AP, ACT, PSAT, and SAT exams and perform at college ready levels. In accordance with House Bill 5 students are provided with the opportunity to participate in the SPARTA Business Academy, advanced academics, and Dual Credit. Support for teachers is provided via SCEI Coaches, the instructional specialist at the DSC, and administration. PLCs provide a forum in which teachers review data, identify at risk populations, collaborate the use of instructional practices and mini professional development. Technology training is provided to familiarize teachers with various apps to implement in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1</p> <p>Students do not attend tutoring as requested and often support from home requiring the student to attend is not given.</p>	<p>Structures need to be put in place where students and parents find the value of tutorials and the time needed for the additional support.</p>
<p>2</p> <p>★</p> <p>Data analysis needs to be used not only to have students pass EOC but show growth.</p>	<p>The PLC model will continue to be implemented at PHHS effectively and with purpose which will give teachers a structure to implement student interventions.</p>

★ = Priority

Perceptions

Summary

Pebble Hills High School strives to provide a safe and supportive school environment for students, staff, parents, and community members. All district and campus initiatives are implemented as part of our top priority of providing a safe campus.

Pebble Hills High School will continue to improve parental/community involvement by creating effective home-to-school communication and increasing family learning opportunities. We will increase the opportunities for parents to participate and be active to the events and culture of PHHS. Pebble Hills High School will increase participation from the community and hold monthly SIT committee meetings. The parent liaison will collaborate with the military liaison to continue to provide family framework twice a month and hold sessions for parents and community members to receive information regarding our Student Support Plan (School Wide Interventions), high school requirements and college and career opportunities provided throughout the school year. In addition, the parents of our new ninth graders will receive a comprehensive freshmen orientation to address: scheduling, EOC exams, counseling services, extracurricular and co-curricular activities and tutoring opportunities.

All faculty, staff and students are given an ID and must wear them at all times in order to easily be identified. All teachers take an active part in monitoring and are assigned specific areas during morning duty, class period transitions and after school. PHHS also utilizes cameras to constantly monitor activities. An area that need to be addressed is the consistency in which the students wear their IDs. Although this is monitored, several students get by without having an ID each day.

PHHS fosters a collaborative and inclusive culture where staff, students, and families are valued partners in the educational process. A key strength is the school's commitment to clear and consistent communication of its mission, vision, and goals. This is achieved through multiple channels, including newsletters, campus calendars, parent meetings, and community events, ensuring that all stakeholders remain informed and engaged.

The leadership team models transparency and shared decision-making by meeting weekly to align priorities, support instructional goals, and lead PLCs. Faculty and staff are actively involved in data discussions and campus planning, which promotes a sense of ownership and shared responsibility for student success.

The campus also prioritizes family and community engagement, offering a variety of opportunities for parents to participate in their child's education. These include parent education classes, college and career readiness sessions, and culturally responsive programs such as the Latino Family Literacy Project. The presence of a dedicated parent liaison and Communities in Schools (CIS) coordinator further strengthens partnerships and builds trust within the school community.

Strengths

PHHS key strength is the school's commitment to providing enrichment opportunities that extend beyond academics. These programs foster creativity, critical thinking, and personal growth, allowing students to explore their interests and talents in meaningful ways.

Visitors are required to sign in and must have identification, a hall pass will be issued. All visitors will enter through the main entrance doors. Students do have to transition between buildings, however, the doors used will be monitored when unlocked throughout the day. Signage is posted throughout the campus redirecting visitors to the main entrance. Monthly fire drills take place as well as other safety drills. All faculty, staff and students are given an original ID free of charge and must wear them at all times in order to easily be identified. All teachers take an active part in monitoring and are assigned specific areas during morning duty, class period transitions and after school. PHHS also utilizes cameras to constantly monitor activities.

An area that need to be addressed is the consistency in which the students wear their IDs. Although this is monitored, several students get by without having an ID each day. The biggest issue is that we have classrooms outside the main building and often door security is compromised by rocks used to prop them and students often open locked doors for their peers.

Family and community engagement continues to be a cornerstone of the campus's success. The school offers a variety of parent education classes, college and career readiness sessions, and open house events to strengthen the home-school connection. The Communities in Schools (CIS) coordinator and Title I-funded parent liaison actively cultivate partnerships that support student achievement and well-being.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Parents need to have more opportunity to become aware of the resources provided to them to monitor their students progress and attendance.


More training opportunities need to be provided to expose parents to the resources the district has made available.

2

Monitoring of the doors used by student who move from from building to the other is an ongoing safety concern.

Students placing rocks and other objects to hold the doors open. We have a shortage of monitors to watch these doors.

 = Priority



Priority Problem Statements

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	EB students have made gains but are not meeting all the requirements to exit the ESL program.	PHHS needs to incorporate and train on EB instructional best strategies.
2 ★	SPED students are not performing at the same level as their peers.	PHHS needs training in the area of the effective co-teach models and assessment delivery.

★ = Priority

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 317 813 380">Data analysis needs to be used not only to have students pass EOC but show growth.</p>	<p data-bbox="902 317 1471 443">The PLC model will continue to be implemented at PHHS effectively and with purpose which will give teachers a structure to implement student interventions.</p>

★ = 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
- HB3 CCMR 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

Goal 1

Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 1

For the 2025-2026 school year, the campus overall percentages on English I will increase from 74% Approaches/57% Meets/15% Masters to 79% Approaches/62% Meets/ 20% Masters or higher on the Spring 2026 STAAR Assessment. English II will increase from 80% Approaches/68% Meets/7% Masters to 85% Approaches/73% Meets/ 12% Masters or higher on the Spring 2026 STAAR Assessment.

Evaluation Data Source: Student state assessment data

Strategy 1

Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas, to include supplemental instructional technology.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal, Assistant Principals, State Compensatory Education Intervention Coaches

Funding Sources: 211 - Title I, Part A, \$80,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Pebble Hills High School will provide resources in after school support, select Saturday sessions, intersession, and summer for students in all subgroups who have not met standard in English I and II.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal, Assistant Principals, State Compensatory Education Intervention Instructional Coaches

Funding Sources: Extra duty pay for teachers 211 - Title I, Part A, 211.11.011.24.00.000.6118.2118, \$33,000, 199 - General Fund: SCE, 6129, \$88,176

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 2

For the 2025-2026 school year, the campus overall percentages on EOC Algebra I will increase from 61% Approaches/33% Meets/14% Masters to 66% Approaches/38% Meets/19% Masters or higher on the Spring 2026 STAAR Assessment.

Evaluation Data Source: Student state assessment data

Strategy 1

Provide interventions based on formative and summative assessment data. Targeted tutoring based on assessment data will be provided during Saturday Camps, intersessions, and before/after school. At-risk students will receive support from SCEI coaches and will be included in the re-testing Blitz sessions; instructional supplies will be provided.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal
Assistant Principals
Department Chair
State Compensatory Education Intervention Coaches
Teachers

Funding Sources: Extra duty pay for teachers 211 - Title I, Part A, 211.11.011.24.000.6329.2118, \$35,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Provide SPED students enrichment opportunities based on specific student data tracker information. Co-Teachers will collaborate with general education teachers to develop strategies to differentiate learning based on assessment data.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal
Assistant Principals
Department Chair
State Compensatory Education Intervention Coaches
Teachers, Co-Teachers

Funding Sources: Extra duty pay for tutoring for teachers 211 - Title I, Part A, \$8,067, 199 - General Fund: SCE, \$15,285

Formative Reviews

Some Progress

November

February

May

June

Strategy 3

Emergent Bilingual student will receive support through class differentiation to include SIOP strategies, SESLA Fall Intersession support, Saturday Camps, and before/after school enrichment opportunities.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal
Assistant Principals
Department Chair
State Compensatory Education Intervention Coaches
Teachers, Co-Teachers

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 3

For the 2025-2026 school year, the campus overall percentages on EOC Biology will increase from 96% Approaches/68% Meets/17% Masters to 98% Approaches/73% Meets/ 22% Masters or higher on the Spring 2026 STAAR Assessment.

Evaluation Data Source: Student state assessment data

Strategy 1

Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers

Funding Sources: 199 - General Fund: SCE, , 211 - Title I, Part A,

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Pebble Hills High School will provide supplemental resources for science classrooms and will include after school support, select Saturday sessions, intersession, and summer for students in all subgroups who have not met standard in Biology.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers.

Funding Sources: 199 - General Fund: SCE, \$15,285, Extra duty pay for teachers 199 - General Fund: High School CCMR, \$16,000, 211 - Title I, Part A, \$20,000

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 4

For the 2025-2026 school year, the campus overall percentages on EOC US History will increase from 97% Approaches/76% Meets/40% Masters to 100% Approaches/81% Meets/45% Masters or higher on the Spring 2026 STAAR Assessment.

Evaluation Data Source: Student state assessment data

Strategy 1

Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal, Assistant

Principals, State

Compensatory

Education Intervention

Coaches and teachers

Funding Sources: 211 - Title I, Part A, \$6,000, 199 - General Fund: SCE,

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Strategy 2

Pebble Hills High School will provide resources in after school support, select Saturday sessions, intersession, and summer for students in all subgroups who have not met standard in Social Studies.

Strategy's Expected Result/Impact: Increased assessment scores.

Staff Responsible for Monitoring: Principal, Assistant

Principals, State

Compensatory

Education Intervention

Coaches and teachers.

Funding Sources: 211 - Title I, Part A, \$8,067, 199 - General Fund: SCE, \$15,285

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Performance Objective 5

For the 2025-2026 school year, the overall number of students enrolled in Dual-Credit, Pre-AP and AP courses will increase by 5% as compared to the overall enrollment for the 2025-2026 year.

Evaluation Data Source: Student enrollment in Dual-Credit, Pre-AP and AP courses

Strategy 1

In the 2024 - 2025 school year, dual credit courses offered in partnership with EPCC and UT Austin will increase enrollment, as will advanced placement enrollment. Necessary supplemental instructional resources will be provided.

Strategy's Expected Result/Impact: Master Schedule

Staff Responsible for Monitoring: Administration and Counselors

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Performance Objective 6

By the beginning of the 2025-2026 school year, the numbers of students enrolled in Career and Technical Education classes will increase by 5% as compared to the 2025-2026 Beginning-Of-Year enrollment.

Evaluation Data Source: The number of students enrolled in Career and Technical Education classes will increase by 5%.

Strategy 1

Counselors and CTE teachers will conduct recruitment at feeder middle schools prior to registration.

Strategy's Expected Result/Impact: Master schedule - student count in CTE.

Staff Responsible for Monitoring: Counselors, CTE teachers

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Performance Objective 7

For the 2025-2026 school year, the campus percentages of at-risk students who meet standard on the state assessment will have a 5% average increase on all EOC tests.

Evaluation Data Source: Eduphoria Aware STAAR Test Secondary Performance Data

*AT RISK: Our percentages of student performance for our at risk students will increase by 10% overall.

Strategy 1 Additional Targeted Support Strategy

For the 2024-2025 school year, Pebble Hills High School will provide morning, afternoon and intersession intervention. Instructional materials will be provided for at-risk student use.

Strategy's Expected Result/Impact: Decrease in failure rates and an increase in passing rates.

Staff Responsible for Monitoring: Teachers, administration and SCE

Funding Sources: 199 - General Basic, , 211 - Title I, Part A, , 199 - General Fund: SCE, \$34,000

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Performance Objective 8

For the 2025-2026 school year, the campus percentage of students served in special education who meet standard on the state assessment will increase in all End-of-Course exams by 5%.

Evaluation Data Source: Eduphoria Aware SPECIAL EDUCATION

Strategy 1

For the 2024-2025 school year, Pebble Hills High school will offer tutoring every morning as well as after school tutoring and intersession school.

Strategy's Expected Result/Impact: Decreased failure rate and increased EOC passing rate.

Staff Responsible for Monitoring: Teachers, Administration and SCE

Funding Sources: 199 - General Basic, , 199 - General Fund: SCE, , 211 - Title I, Part A,

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Strategy 2

For the 2024-2025 school year, Pebble Hills High school will provide supplemental materials and supplies to support intervention.

Strategy's Expected Result/Impact: Increase overall performance.

Staff Responsible for Monitoring: Teachers, Administrators and SCE.

Funding Sources: Materials and extra duty pay 211 - Title I, Part A, 199.11.011.23.99.000.6399, \$6,700

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Performance Objective 9

For the 2025-2026 school year, the campus percentage of English Language Learners who approach grade level on the state assessment will increase in English I from 47% to 52% and English II from 56% to 61%. In addition, at least 80% of English Learners served will obtain a rating of advanced or advanced high within the four domains in TELPAS 2026.

Evaluation Data Source: Eduphoria Aware

Strategy 1 Additional Targeted Support Strategy

For the 2024-2025 school year, Pebble Hills High School will provide morning, afternoon and intersession intervention.

Strategy's Expected Result/Impact: Decreased failure rate and increased EOC scores.

Staff Responsible for Monitoring: Teachers, Administration and SCE

Funding Sources: 211 - Title I, Part A, , 199 - General Basic, , 199 - General Fund: SCE,

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Performance Objective 10 HB3 Goal

For the 2025-2026 school year, Pebble Hills High School will continue to develop and implement opportunities for students to be college, career, and military ready. The percentage of graduates who meet the criteria for College, Career and Military Readiness (CCMR) will increase from 68% to 75%, the percentage of graduates who receive an Approved Industry-Based Certification will increase from 28% to 40%, and the percentage of students who meet the criteria on the Math TSIA will increase from 22% to 28% (HB3 Goals).

Evaluation Data Source: CCMR accountability percentage.

Strategy 1

AVID will be provided to students to support college and career readiness.

Strategy's Expected Result/Impact: AVID Course Enrollment Report, Observation of AVID strategies and binders.

Staff Responsible for Monitoring: AVID Coordinator, AVID teachers, SCE and administration.

Funding Sources: College tutors for AVID 199 - General Basic, \$13,000, AVID materials 211 - Title I, Part A, 211.11.011.24.00.000.6299, \$2,890, 199 - General Basic, 211.13.011.24.00.000.6411.2118,

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Strategy 2

Counselors will work with all students on college and career opportunities.

Strategy's Expected Result/Impact: Counselors will meet with students and hold information meeting. The teacher will guide student in the Go Center and provide lessons in the classroom.

Staff Responsible for Monitoring: Counselors

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Strategy 3

For the 2024-2025 school year, Pebble Hills High School students will be identified and placed in learning environments to ensure that LOC is recovered and all students stay on track to graduate with their cohort.

Strategy's Expected Result/Impact: 100% of students will be placed in the appropriate instructional programs and graduate with their cohort.

Staff Responsible for Monitoring: Counselors and Administration

Funding Sources: 211 - Title I, Part A, \$1,000

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Strategy 4

Counselors will meet with students to advise them on their classes and sequential order.

Strategy's Expected Result/Impact: Students will be assigned to classes within their pathway and their interest.

Staff Responsible for Monitoring: Counselors

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Strategy 5

Pebble Hills High School will increase the number of Edgenuity opportunities to allow at risk students the ability to graduate through credit recovery.

Strategy's Expected Result/Impact: Class rosters, credits earned and decreased at-risk percentages.

Staff Responsible for Monitoring: Counselors, teachers and administrators.

Funding Sources: Software and extra duty pay during intersessions and after school 199 - General Basic, \$20,000

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Performance Objective 11

For the 2025-2026 school year, Pebble Hills High School library will allocate funding to provide library books for student check out.

Evaluation Data Source: Circulation numbers and class invitations based on the unit.

Strategy 1

Purchase additional library books/supplies to increase the amount and accessibility of student learning resources.

Strategy's Expected Result/Impact: Increase in course performance and assessment performance

Staff Responsible for Monitoring: Campus Administration, Library Media Specialists

Funding Sources: 211 - Title I, Part A, \$6,100

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Performance Objective 12 ✓ **High Priority** ✓ **HB3 Goal**

By the end of the 2025-2026 school year, Pebble Hills High School will continue to implement and continue to review our District's and Campus College and Career Ready Strategic Plan at 100%.

Evaluation Data Source: 1.) LEP / TELPAS / STAAR data, 2.) GT end of year report and STAAR data, 3.) SPED ARDs and STAAR Data will be reviewed and assessed for results.

Strategy 1 ✓ **Targeted Support Strategy** ✓ **Additional Targeted Support Strategy**

✓ **Results Driven Accountability**

Provide students, faculty and staff with the latest technology and instructional resources/ opportunities for growth to enhance student outcomes and elevate teacher performance.

Strategy's Expected Result/Impact: LEP Student activities and presentations, GT student presentations and advanced level performance on STAAR exams, SPED student activities and technology use and data kept.

Staff Responsible for Monitoring: Campus Administrators, Campus LEP Representative, Campus GT Coordinator, SPED Department chair, Faculty and Staff

Funding Sources: 211 - Title I, Part A, \$120,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Goal 2

Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.

Performance Objective 1

In the 2025-2026 school year, 95% of teachers will demonstrate increased instructional effectiveness (as measured by TTESS, walkthroughs, etc.).

Evaluation Data Source: Data pulled from Eduphoria and common assessments will be used to measure effectiveness of this objective.

Strategy 1

Assist teachers to improve classroom instruction and develop teacher practices using PD from various sources such as AVID, CAST Conference, and SIOP.

Strategy's Expected Result/Impact: SCEI Coaches daily calendar, number of coaching meetings with SCEI Coaches, number of SCEI Coaches visits to classrooms.
Administrative walkthroughs

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Coaches

Funding Sources: 199 - General Basic, 199.13.011.00.000.6477, , 211 - Title I, Part A, \$41,200

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Strategy 2

Administration will conduct quality walkthroughs to increase the rigor of instruction.

Strategy's Expected Result/Impact: Improved T-Tess and student performance.

Staff Responsible for Monitoring: Administration

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Performance Objective 2

During the 2025-2026 school year, Pebble Hills High School will increase the number of professional development opportunities offered to employees by 5% as compared to the 2024-2025 school year.

Evaluation Data Source: APSI, ISTE, TCEA

Strategy 1 Additional Targeted Support Strategy

Needs assessments will be done by administration based on data and professional development will be scheduled to meet these needs.

Strategy's Expected Result/Impact: Increase student performance

Staff Responsible for Monitoring: Teachers, Administration and SCE

Funding Sources: 199 - General Basic, , 211 - Title I, Part A, \$11,000

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Performance Objective 3

For the 2025-2026 school year, the SCEI coaches and administration will set dates for common planning and facilitate the planning. The planning will follow the backwards design and PLC model. Increased student performance will be used to measure this objective.

Evaluation Data Source: Common Assessments based off the Year at A Glance, End of Year assessments such as certifications, EOC's, AP test results, and college credit earned.

Strategy 1

Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school.

Strategy's Expected Result/Impact: Student list/sign-in sheets, teacher lessons, campus program descriptions

Staff Responsible for Monitoring: Campus Leadership Team, Campus Teachers

Funding Sources: 211 - Title I, Part A, 211.11.011.00.000.6118.2118,

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Performance Objective 4

During the 2025-2026 school year, Pebble Hills High School will allocate funding to purchase technology and materials, and/or resources for professional development training in order to meet academic growth targets.

Evaluation Data Source: EOC data

Strategy 1

During the 2025-2026 school year, Pebble Hills High School will allocate funding to purchase technology and materials, and/or resources for professional development training in order to meet academic growth targets.

Funding Sources: 211 - Title I, Part A, \$30,000

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Goal 3

Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.

Performance Objective 1

During the 2025-2026 school year, Pebble Hills High School will allocate 20% more funding to provide supplies, materials, and use of technology (computers, peripherals, monitors, printers, software, projectors) for parent trainings and meetings.

Evaluation Data Source: Increased access to technology and other materials during instruction.

Strategy 1

During the school year provide supplies, materials, for parent training and meetings. Provide parents opportunity for training on and off the campus.

Strategy's Expected Result/Impact: Increase parent sign in for Parent Liaison events.

Staff Responsible for Monitoring: Principal, Parent Liaison, and CIS

Funding Sources: Supplies and technology 199 - General Basic, 199.31.011.99.00.000.6399, \$1,000, Supplies and technology 211 - Title I, Part A, 211.61.011.24.00.000.6399, \$3,520, Supplies and technology 211 - Title I, Part A, 211.61.011.24.00.000.6411, \$1,000

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Strategy 2

Pebble Hills High School will assist families in providing parent education through workshops and various parent education classes. EL (English Learners) Parent trainings, Title I training for Parent Engagement and scheduling parent volunteers.

Strategy's Expected Result/Impact: Partners in education participation, parent participation on campus, parents participating in programs and classes.

Staff Responsible for Monitoring: Parent Liaison, Student Activities Coordinator, Parent Volunteer coordinator, Military Liaison and administration.

Funding Sources: 199 - General Basic, , 211 - Title I, Part A, \$500

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Strategy 3

Provide snacks for parent trainings, meetings and informational seminars to increase parental attendance.

Strategy's Expected Result/Impact: Increase parent participation.

Staff Responsible for Monitoring: Principal, Parent Liaison, CIS and Counselors.

Funding Sources: Snacks for parent meetings 211 - Title I, Part A, \$1,000

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Strategy 4

During the 2024-2025 school year, Pebble Hills High School will increase the number of collaborative educational involvement activities and events for parents and community members by 100% (double the number of events) as compared to the 2023-2024 school year to promote teamwork and unity in the education of students.

Strategy's Expected Result/Impact: Increase the number of parents involvement at Pebble Hills.

Staff Responsible for Monitoring: Parent Liaison, Administration.

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Goal 4

Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 1

For the 2025-2026 school year, students in major sub-populations at Pebble Hills High School will increase by an average of 5% passing rate in all EOC tested areas.

Evaluation Data Source: Assessment data will be used to monitor this objective.

Strategy 1

Provide tutoring services to all at-risk students after school or during intersession in the Tutoring Center or other designated areas.

Strategy's Expected Result/Impact: Sign-In Sheets, Eduphoria Documentation, Meeting Agendas and Minutes

Staff Responsible for Monitoring: Principal, AVID Coordinator, teachers, SCE and department heads.

Funding Sources: 199 - General Basic, , 211 - Title I, Part A, \$2,000, 199 - General Fund: SCE,

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Strategy 2

Provide SIOP training to 100% of the CORE area teachers.

Strategy's Expected Result/Impact: Walkthrough evidence and student performance.

Staff Responsible for Monitoring: Principal, AVID Coordinator, teachers, SCE and department heads.

Funding Sources: SIOP training for all new teachers 211 - Title I, Part A, 211.11.24.00.000.6329, \$5,200, 199 - General Fund: SCE, , 199 - General Basic,

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Performance Objective 2

During the 2025-2026 school year, 100% of Pebble Hills High School teachers in core subject areas will provide students with meaningful and data driven interventions to ensure their academic growth.

Evaluation Data Source: Assessment data will be used to monitor this objective.

Strategy 1

Ensure teacher awareness of intervention strategies based on student need. Lead Forward will be brought in to train staff of on disaggregation of data to provide appropriate interventions.

Strategy's Expected Result/Impact: Sign-In Sheets, Eduphoria Documentation, Meeting Agendas and Minutes

Staff Responsible for Monitoring: Campus Administration, teachers, department heads and SCE Intervention Coaches

Funding Sources: 211 - Title I, Part A, \$10,000

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Performance Objective 3

During the 2025-2026 school year, Pebble Hills High School administrators will schedule data talk sessions through the PLC process after every 3, 6 and 9 marking period. Data posters will be generated with a targeted goal and progress made.

Evaluation Data Source: Sign in sheets and agendas will be used to monitor this objective. Students increased assessment data will be used to measure the objective. Data posters will be generated with a targeted goal and progress made.

Strategy 1

Ensure that data talks are conducted in a timely manner and consistent in order to provide a true reflection of student data, progress and identified instructional needs.

Strategy's Expected Result/Impact: Informed decision making for instructional strategies.

Staff Responsible for Monitoring: Campus Administration, SCEI, teachers and department heads.

Funding Sources: 211 - Title I, Part A, \$1,200

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Performance Objective 4

For the 2025-2026 school year, 100% of at-risk students at Pebble Hills High School will have gains on the district, state, and federal accountability standards and academic growth measures.

Evaluation Data Source: Assessment data will be used to monitor the success of this objective.

Strategy 1

Provide supplemental support and interventions for all At- Risk students to increase student passing rates in all content areas with emphasis on tested areas.

Strategy's Expected Result/Impact: Lesson plans, walkthrough data, common assessments and EOC results

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, SCEI Coaches

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Strategy 2

Provide targeted assistance for At-Risk students to increase student passing rates in all content areas with emphasis on tested areas.

Strategy's Expected Result/Impact: Sign in sheets and grade reports

Staff Responsible for Monitoring: State Compensatory Education Intervention Coaches, teachers and administration.

Funding Sources: 199 - General Fund: SCE, , 199 - General Basic, , 211 - Title I, Part A,

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Strategy 3

Provide instructional aids in the core area classes to help teachers with at-risk students.

Strategy's Expected Result/Impact: Close the learning gaps with the various student populations.

Staff Responsible for Monitoring: Teachers, SCEI coaches, Administration.

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Performance Objective 5 High Priority

Pebble Hills High School, for the 2025-2026 school year, will fulfill 100% of the requirements for our safety drills and audits by the safety committee. At least one teacher per subject on campus will be required to participate in our safety meeting.

Evaluation Data Source: The safety committee will review requirements for the safety audits and that safety drills have been fulfilled school events/ daily campus procedures. The campus will continue to evaluate safety procedures. (Sources: Sign in Sheets, Meeting Agenda, and Minutes- kept in the Safety Binder for Review)

Strategy 1

Administrative team will meet weekly to receive updates regarding district safety initiatives, to be advised of audit time lines, and to coordinate and plan mandatory drills. Information regarding safety will be shared during faculty meetings so that all campus faculty and staff are aware of initiatives and drills. Relevant materials will be made available to faculty members in the course of training.

Strategy's Expected Result/Impact: Safety binder and sign in sheets.

Staff Responsible for Monitoring: Safety committee, administration, security and monitors.

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Strategy 2

Pebble Hills High School campus safety administrator will monitor all drills are met on a monthly basis and feedback forms will be collected and reflections will be made.

Strategy's Expected Result/Impact: Safety binder and sign in sheets. Safe school environment with a reduction in school safety issues or incidents.

Staff Responsible for Monitoring: Safety committee, administration, security and monitors.

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Strategy 3

100% of staff and students will be required to wear a picture ID and have it displayed at all times to increase student and staff safety.

Strategy's Expected Result/Impact: Id's will be visible at all times.

Staff Responsible for Monitoring: Administration, SRO's, teachers and security.

Funding Sources: ID Cards and printing equipment 199 - General Basic, \$1,500

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Performance Objective 6

For the 2025-2026 school year, Pebble Hills High School administration and security officers will continue viewing campus cameras to ensure the outside and inside of the buildings are safe. Cameras and audio are used to monitor campus visitors, parents, or community members.

Evaluation Data Source: All students, staff and parents feels safe when at Pebble Hills High School.

Strategy 1

All campus visitors will report to the front office to check in and out.

Strategy's Expected Result/Impact: 100% of campus visitors will have a badge and 100% of the visitors destinations will be monitored.

Staff Responsible for Monitoring: Office staff, security and administration.

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Performance Objective 7

For the 2025-2026 school year, Pebble Hills High School teachers continue to stand outside of their classrooms to meet, greet, and monitor students in their assigned hallways. All security guards stagger themselves within our buildings. Three hall monitors scheduled in the A.M. and two hall monitors in the afternoon. Administration will continue to be highly visible during morning duty, all transitions, 3 periods of lunch duty, campus events, and after school to support student safety.

Evaluation Data Source: Decrease number of discipline referrals and incident reports.

Performance Objective 8

For the 2025-2026 school year, Safety Committee members will debrief about effective safety exercises and propose improvements any of the drills if needed. (Types: Lockdown, Lockout, Hold, Evacuate, Shelter, & Fire Drill)

Evaluation Data Source: Time during a drill, if time is reduced (Example: Fire Drills). All other procedures need to be evaluated individually and all other operational protocol drills which may require additional/or a reduction in time to master.

Performance Objective 9

For the 2025-2026 school year, all office personnel continue to be trained the process of the Threatening Phone Call Checklist Form. Office personnel have the opportunity to gather as much information necessary to provide to police services.

Evaluation Data Source: Office staff provides the Threatening Phone Call Checklist Form to be placed in the safety binder which will be reviewed by the Safety Committee. The form will be collected if completed by a staff member.



State Compensatory Education

State Compensatory

Budget for Pebble Hills High School

Total SCE Funds: \$295,987.27

Total FTEs Funded by SCE: 4.86

Brief Description of SCE Services and/or Programs

State Compensatory Education intervention coaches (SCE-I coaches) are present at all campuses to assist faculty and staff with instructional support that centers on at-risk student instruction. All campuses have an assigned Library Aide. At the high school level, there are two at each campus. Library aides have a schedule in which they work in the library half-day and work with selected at-risk students on supplemental instructional support for the other half of the day. In middle schools and high schools, two class size reduction teacher positions are present and are normally identified as intervention teachers for subject areas determined to have an academic need (ex. reading, mathematics). State compensatory education funds are allocated to high school campuses in two installments during each school year. One installment is in the fall semester and one is in the spring semester. This funding is used for direct supplemental instruction for students at risk of dropping out of school, and is intended for extended instruction after school, on Saturdays, during intersession periods, and for summer school.

Personnel for Pebble Hills High School

Name	Position	FTE
Aide Marentes	Class Size Reduction Teacher	1
Alberto Quijas	Library Aide	0.5
Carlos Villarreal	Class Size Reduction Teacher	0.86
Mayra Duarte	SCE Intervention Coach	1
VACANT	Library Aide	0.5
William Daugherty	SCE Intervention Coach	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Adrian Casillas	College Tutor	Title I	NaN
Alejandra Baca	Instructional Aide III	Title I	1
Isabella De Leon	College Tutor	Title I	NaN
Jacqueline Zamora	Parent Liaison	Title I	1
Tiffany Melendez	Intervention Coach	Title I	1
Veronica Borrego	Instructional Aide III	Title I	1



Funding Summary

Funding Summary

199 - General Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1		--	\$0.00
1	8	1		--	\$0.00
1	9	1		--	\$0.00
1	10	1	College tutors for AVID	--	\$13,000.00
1	10	1		211.13.01 1.24.00.0 00.6411. 2118	\$0.00
1	10	5	Software and extra duty pay during intersessions and after school	--	\$20,000.00
2	1	1		199.13.01 1.00.000. 6477	\$0.00
2	2	1		--	\$0.00
3	1	1	Supplies and technology	199.31.01 1.99.00.0 00.6399	\$1,000.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
4	1	2		--	\$0.00
4	4	2		--	\$0.00
4	5	3	ID Cards and printing equipment	--	\$1,500.00
4	6	1		--	\$0.00
				Sub-Total	\$35,500.00

199 - General Fund: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		6129	\$88,176.00
1	2	2		--	\$15,285.00
1	3	1		--	\$0.00
1	3	2		--	\$15,285.00
1	4	1		--	\$0.00
1	4	2		--	\$15,285.00
1	7	1		--	\$34,000.00
1	8	1		--	\$0.00
1	9	1		--	\$0.00
4	1	1		--	\$0.00
4	1	2		--	\$0.00
4	4	2		--	\$0.00
Sub-Total					\$168,031.00

199 - General Fund: High School CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Extra duty pay for teachers	--	\$16,000.00
Sub-Total					\$16,000.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$80,000.00
1	1	2	Extra duty pay for teachers	211.11.011 .24.00.0 00.6118. 2118	\$33,000.00
1	2	1	Extra duty pay for teachers	211.11.011 .24.000. 6329.2118	\$35,000.00
1	2	2	Extra duty pay for tutoring for teachers	--	\$8,067.00

1	3	1		--	\$0.00
1	3	2		--	\$20,000.00
1	4	1		--	\$6,000.00
1	4	2		--	\$8,067.00
1	7	1		--	\$0.00
1	8	1		--	\$0.00
1	8	2	Materials and extra duty pay	199.11.01 1.23.99.0 00.6399	\$6,700.00
1	9	1		--	\$0.00
1	10	1	AVID materials	211.11.011 .24.00.0 00.6299	\$2,890.00
1	10	3		--	\$1,000.00
1	11	1		--	\$6,100.00
1	12	1		--	\$120,000.00
2	1	1		--	\$41,200.00
2	2	1		--	\$11,000.00
2	3	1		211.11.011 .00.000. 6118.2118	\$0.00
2	4	1		--	\$30,000.00
3	1	1	Supplies and technology	211.61.01 1.24.00.0 00.6399	\$3,520.00
3	1	1	Supplies and technology	211.61.01 1.24.00.0 00.6411	\$1,000.00
3	1	2		--	\$500.00
3	1	3	Snacks for parent meetings	--	\$1,000.00
4	1	1		--	\$2,000.00
4	1	2	SIOP training for all new teachers	211.11.24. 00.000.6 329	\$5,200.00
4	2	1		--	\$10,000.00
4	3	1		--	\$1,200.00

4

4

2

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\$0.00

Sub-Total

\$433,444.00