Ysleta Independent School District

Pebble Hills Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Our mission is to provide a safe, inclusive, and supportive environment that fosters a love for learning and strong academic foundations where all students are encouraged and expected to perform at high levels.

Vision

We are dedicated to fostering a community of critical thinkers, problem solvers, and lifelong learners. Our aim is to create a safe environment where all children can thrive academically while also developing the social and emotional skills necessary to become respectful citizens. We strive to empower students to emerge as confident, responsible, and compassionate individuals.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

ELAR - WE will continue to increase the percentage of students achieving growth as measured on STAAR Reading from 82% to 84% to meet our target for next year. Increase the percent of EL students rated Meets Grade Level in English Language Arts/Reading on STAAR Reading exams from 44% to 46% for next year so that we may meet our targets. Increase the percentage of SPED students rated Meets Grade Level in English Language Arts/Reading on STAAR exams from 24% to 26% to meet our targets. There was a decrease this year from 32% to 24%. Increase the percent of third-grade students rated Meets Grade Level on STAAR Reading exams from 60% to 62%. There was a decrease of 2.6% this year. Increase the percent of students in grades 1-3 who show growth in their reading competency during the school year as mesured by iStation Reading assessments from 92% to 94%. There was an increase of 3% this year. Increase the percent of PreK students identified ready for reading as measured by the CIRCLE assessment composite measures from 90% to 92% to meet our target for this year. There was a decrease of 8% this year. Increase the percent of Kindergarten students identified ready for reading as mesured by the mClass assessment from 60% to 62%. There was a decrease this year of 8%. We will continue strengthen and align our guided reading and independent reading programs to ensure that we create the foundation for a lifetime of success for all our students. Create sound TIER 1 lessons to ensure students achieve growth as measured on STAAR in Reading. We will follow the district's Language Arts curriculum and implement Guided Reading to personalize the learning to meet student needs. Interventions will continue during allocated time and throughout the instructional day. After school tutoring will begin in September.

Math - Increase the percent of students achieving Growth in third grade as measured by the change in Domain 1 performance. It decreased from 52% to 47% (down 5.4%). We did meet our target for the year. Increase the percent of third-grade students rated Meets Grade Level on STAAR exams. There was a decrease from 52% to 35% this year and we did not met our target. Increase the percent of students achieving Growth as Measured on STAAR in Math, there was a decrease of 10% this year and we did not met our target. We will continue to monitor check point assessment data and create plans of interventions as needed. Meet with grade level teams to provide immediate feedback when results are provided. Mathematics instruction will continue to focus on using manipulatives to build concrete understanding of each concept so that we build true mathematical thinkers. We will follow the district's Math curriculum and implement Guided Math to personalize the learning to meet student needs. We will consistently spiral reviews to ensure mastery of objectives and provide prescribed math tutoring and interventions. We will continue to strive to build math skills and problem-solving skills that all students can use everyday. Math intervention and tutoring schedules will be followed with fidelity and consistently. Create sound TIER 1 lessons to ensure students achieve growth as measure on STAAR in Math. Support all teachers by providing them district resources and tools. Instructional Coaches will support all teachers and work closely with them to create weekly lesson plans and model lessons for them as needed. Ensure fidelity of implementation of District curriculum and resources. Interventions will continue during allocated time and throughout the instructional day. After school tutoring will begin in September.

We will continue to align our writing instruction within and across grade levels using the District writing lesson plans and implement Talk Read, Talk Write initiative. Teachers who utilized this resource found some measure of success last year in developing our student authors. Focusing on this district initiative consistently is key. Effective lesson delivery, to include Reading, Writing, Listening, Speaking, and Critical Thinking, will continue to be a focus. We ranked 6th among all elementary schools, 44% of EL students making progress toward English proficiency as measured by TELPAS. We will continue to enhance their knowledge and skills in listening, speaking, reading and writing through our strong TIER 1 instruction to mold truly bilingual, bi-literate children. BOY SummitK12 data shows that our focus will continue to be Speaking as we had a high percentage of students who are at the beginning levels. Intervention schedule includes one day for implementation of Summit K-12 resources with small group instruction, tutoring and labs will be offered before and after school. We will continue strengthen and align our Language Arts/Writing programs to ensure that we create the foundation for a lifetime of success for all our students.

We will continue to improve our overall Science STARR scores. Ensure that all 5th grade students improve their levels of performance from Approaches to Meets and Masters Grade Levels. Science lab will be utilized by all grade levels. Ensure that all 4th and 5th grade participate in weekly science lab activities. STEM unit projects will be embedded into the science culture and practiced throughout the academic calendar PreK-5. ISN's will be aligned and utilized within and across grade levels. Our ITS (Instructional Technology Support) will assist with the planning and support our 4th and

5th grade teachers and students. Tutoring and interventions will be provided as needed. Science Clubs, held after school, will enhance daily instruction and support all students.

Social studies instruction must be consistently integrated with our English Language Arts block. Our students will gain a better understanding of the world they live in and become global citizens.

Demographics

Summary

At Pebble Hills Elementary School , we are proud to serve a diverse student body of 464 students ranging from early education to 5th grade. Our student population includes 2.1% females and 1.9% males, reflecting a balanced gender distribution. We are committed to providing inclusive education, as evidenced by our 28% special education population, ensuring that all students receive the support they need to succeed.

Our school community is characterized by a significant percentage of economically disadvantaged students, with 76% of our students falling into this category. We are dedicated to addressing the unique challenges these students face and providing them with the resources necessary to thrive academically and personally. Additionally, we are proud to support 160 English Bilingual (EB) students, fostering an environment that values linguistic diversity and promotes bilingual proficiency.

We also cater to the needs of 26 students with 504 plans, ensuring that accommodations are in place to support their learning. Furthermore, we nurture the talents of 25 gifted and talented (GT) students, offering them opportunities to excel and develop their unique abilities. As one of 30 elementary schools in the YISD, we are a Title 1 school, which allows us to access additional resources to support our students' educational needs.

This year, we are thrilled to have received an A rating for our campus, achieving a remarkable score of 91% out of 100%. This accomplishment is a testament to the hard work and dedication of our students, teachers, and staff, and it reflects our commitment to maintaining high academic standards and fostering a positive learning environment.

Strengths

Our school community is deeply committed to supporting our economically disadvantaged students, who make up 76% of our student body. We recognize the unique challenges these students face and are dedicated to providing them with the necessary resources to ensure their academic and personal success. By implementing targeted support programs and fostering a nurturing environment, we aim to empower these students to overcome obstacles and achieve their full potential.

We are also proud to support 160 English Bilingual (EB) students, creating an inclusive environment that celebrates linguistic diversity. Our commitment to promoting bilingual proficiency not only enhances our students' communication skills but also enriches their cultural understanding and global awareness. By valuing and nurturing bilingualism, we prepare our students to thrive in an increasingly interconnected world.

This year, we are honored to have received an A rating for our campus, with an impressive score of 91% out of 100%. This achievement is a reflection of the collective efforts of our students, teachers, and staff, who have worked tirelessly to uphold high academic standards. It underscores our dedication to fostering a positive learning environment where every student is encouraged to excel and reach new heights.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student performance data indicates subgroups of students continue to perform below grade-level expectations due to learning gaps in core academic skills. A collaborative intervention model between teachers, SEE Tutors and Instructional Coaches is needed to implement data-driven, level small-group instruction that addresses identified knowledge gaps and monitors student progress.	The campus serves a high percentage of students from economically disadvantaged households and a high percentage of Special Education students. As a result, many students require targeted, systematic interventions to address learning gaps and accelerated academic growth.

★ = Priority

Student Learning

Summary

This year, we are thrilled to have received an A rating for our campus, achieving a remarkable score of 91% out of 100%. This accomplishment is a testament to the hard work and dedication of our students, teachers, and staff, and it reflects our commitment to maintaining high academic standards and fostering a positive learning environment.

Our school community is characterized by a significant percentage of economically disadvantaged students, with 76% of our students falling into this category. We are dedicated to addressing the unique challenges these students face and providing them with the resources necessary to thrive academically and personally. Additionally, we are proud to support 160 English Bilingual (EB) students, fostering an environment that values linguistic diversity and promotes bilingual proficiency.

We also cater to the needs of 26 students with 504 plans, ensuring that accommodations are in place to support their learning. Furthermore, we nurture the talents of 25 gifted and talented (GT) students, offering them opportunities to excel and develop their unique abilities. As one of 30 elementary schools in the YISD, we are a Title 1 school, which allows us to access additional resources to support our students' educational needs.

Strengths

This year, we are thrilled to have received an A rating for our campus, achieving a remarkable score of 91% out of 100%. This accomplishment is a testament to the hard work and dedication of our students, teachers, and staff, and it reflects our commitment to maintaining high academic standards and fostering a positive learning environment.

Currently, 62% of our total staff is made up of 39% teachers and 50% professional staff, 7% professional support and 12% of educational aides. 12% of our teachers have 21-30 years of experience, 13% have 11-20 years of expereience and 10% have 6-10 years of experience. Number of students per teacher is 16.5

Our school community is characterized by a significant percentage of economically disadvantaged students, with 76% of our students falling into this category. We are dedicated to addressing the unique challenges these students face and providing them with the resources necessary to thrive academically and personally. Additionally, we are proud to support 160 English Bilingual (EB) students, fostering an environment that values linguistic diversity and promotes bilingual proficiency.

We also cater to the needs of 26 students with 504 plans, ensuring that accommodations are in place to support their learning. Furthermore, we nurture the talents of 25 gifted and talented (GT) students, offering them opportunities to excel and develop their unique abilities. As one of 30 elementary schools in the YISD, we are a Title 1 school, which allows us to access additional resources to support our students' educational needs.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student performance data indicates subgroups of students continue to perform below grade-level expectations due to learning gaps in core academic skills. A collaborative intervention model between teachers, SEE Tutors and Instructional Coaches is needed to implement data-driven, level small-group instruction that addresses identified knowledge gaps and monitors student progress.	The campus serves a high percentage of students from economically disadvantaged households and a high percentage of Special Education students. As a result, many students require targeted, systematic interventions to address learning gaps and accelerated academic growth.

★ = Priority

School Processes & Programs

Summary

This year, we are thrilled to have received an A rating for our campus, achieving a remarkable score of 91% out of 100%. This accomplishment is a testament to the hard work and dedication of our students, teachers, and staff, and it reflects our commitment to maintaining high academic standards and fostering a positive learning environment. We successfully met our targets, notably increasing the percentage of English Learners (EL) and Special Education (SPED) students achieving "Meets Grade Level" in ELAR on the STAAR assessment. Furthermore, our Early Childhood programs saw significant growth, with Pre-K students demonstrating readiness in Reading increasing by 11.9% and Math by 8.0%. These successes contribute to an overall improvement in student performance across both "Meets" and "Masters" grade-level categories in all core subjects.

Strengths

Our school processes and programs are defined by a proactive, data-informed culture that prioritizes student growth and instructional precision. By consistently monitoring performance data, our Professional Learning Teams (PLT) engage in productive analysis to refine lesson planning, ensuring that our teaching strategies remain responsive to the evolving needs of our student population. We are committed to maintaining a rigorous academic environment where every lesson is data-driven, instructionally focused, and intentionally designed to challenge students at all grade levels. To support this, we have implemented structured, optimized schedules that prioritize timely, targeted interventions, allowing us to address specific learning gaps effectively and provide the precise support necessary for every student to succeed.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Student performance data indicates subgroups of students continue to perform below grade-level expectations due to learning gaps in core academic skills. A collaborative intervention model between teachers, SEE Tutors and Instructional Coaches is needed to implement data-driven, level small-group instruction that addresses identified knowledge gaps and monitors student progress.	The campus serves a high percentage of students from economically disadvantaged households and a high percentage of Special Education students. As a result, many students require targeted, systematic interventions to address learning gaps and accelerated academic growth.

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Perceptions

Summary

Our school has conducted comprehensive surveys, interviews, and focus groups to gather valuable insights from various stakeholders. These methods have allowed us to collect diverse perspectives and understand the needs and expectations of our school community more thoroughly.

We have placed a strong emphasis on evaluating parent engagement through feedback and participation levels. This evaluation helps us identify areas where we can enhance our collaboration with parents and ensure they are actively involved in their children's education.

Understanding the culture, climate, values, and beliefs within our school is crucial. We strive to create an environment that reflects our shared values and fosters a positive and inclusive atmosphere for all students and staff.

Our community partnerships and volunteer data are essential components of our school's success. By analyzing this data, we can strengthen our relationships with local organizations and increase volunteer involvement, which enriches the educational experience for our students.

Staff surveys and feedback are vital in assessing the work environment and identifying areas for professional growth and development. We are committed to supporting our staff and ensuring they have the resources and support needed to excel in their roles.

Student feedback is a critical aspect of our continuous improvement efforts. By listening to our students, we can make informed decisions that enhance their learning experiences and address any concerns they may have.

Communication data is analyzed to ensure that our communication strategies are effective and that information is being disseminated clearly and efficiently to all stakeholders.

Finally, staff retention is a key indicator of our school's health and stability. We monitor retention rates closely to understand the factors that contribute to staff satisfaction and to implement strategies that support a committed and motivated workforce.

Strengths

At our school, we have prioritized the evaluation of parent engagement by actively seeking feedback and monitoring participation levels. This approach allows us to pinpoint specific areas where we can improve our collaboration with parents, ensuring they are not only informed but also actively involved in their children's educational journey. By fostering a strong partnership with parents, we aim to create a supportive network that enhances student success.

Understanding the culture, climate, values, and beliefs within our school community is of utmost importance. We are dedicated to cultivating an environment that embodies our shared values, promoting a positive and inclusive atmosphere for both students and staff. This commitment ensures that everyone feels respected and valued, contributing to a harmonious and productive school environment.

We recognize the importance of staff surveys and feedback in evaluating our work environment and identifying opportunities for professional growth. By actively listening to our staff, we can provide the necessary resources and support to help them excel in their roles. Our commitment to staff development is integral to maintaining a motivated and effective team, ultimately benefiting our students' educational experiences.

Student feedback is a cornerstone of our continuous improvement efforts. By attentively listening to our students, we gain valuable insights that inform our decision-making processes, allowing us to enhance their learning experiences and address any concerns they may have. This student-centered approach ensures that our educational practices remain relevant and effective, fostering an environment where students can thrive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Low stakeholder participation in annual district and campus perception surveys, leading to a potential disconnect between school improvement initiatives and community expectations. Comment	A prevailing perception among parents, staff, and community members that survey feedback does not influence tangible change, resulting in "survey fatigue" and a lack of belief that their voice matte

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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] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [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] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

SEE Tutor interventions

Strategy's Expected Result/Impact: SEE Tutors will work alongside Instructional Coaches to create an effective intervention program to support struggling students. Increase in Meets and Masters Levels on STAAR and Interim.

Staff Responsible for Monitoring: Administrators, RLA/Math Instructional Coaches, Teachers, SEE Tutors

Funding Sources: 10000. Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Certified G.T. and STEM certified teachers will provide rigorous lessons, increase DOK level for all G.T. students. Use Chrome books to include Robotics and media. Training for all G.T. teachers. GT students will be provided lessons and activities to enhance their critical thinking skills using: Creative Learning Collaborative Q-BEC.

Strategy's Expected Result/Impact: Increase in Meets and Masters Levels on STAAR and Interim.

Staff Responsible for Monitoring: Admin., Classroom teachers, Instructional Coaches, GT Coordinator.

Funding Sources: Gifted and Talented Gifted and Talented, $2,503

Formative Reviews

November **March** **May**

Strategy 3

Instructional coaches, teachers and tutors will provide focused, prescriptive interventions to students who did not meet expectations during previous state assessments.

Strategy's Expected Result/Impact: Increase Meets and Masters on STAAR and Interim.

Staff Responsible for Monitoring: Admin., Instructional coaches, teachers and tutors.

Funding Sources: Materials to enhance Math, Reading and Science interventions. Title I, Part A, 211-11-6399-00-131-24-000-A, $5,000

Formative Reviews

November **March** **May**

Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1

The campus will continue implementing evidence-based early childhood instructional practices that have demonstrated success in preparing PreK students for Kindergarten readiness in reading and math.

Strategy's Expected Result/Impact: Nine in ten PreK students will be identified ready for reading and math as measured by EOY Circle assessment composite score.

Staff Responsible for Monitoring: Admin, PreK Teachers, Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November **March** **May**

Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Campus will continue implementing evidence-based early literacy practices to ensure that at least 50% of Kindergarten through Grade 2 students achieve a Level 4 or higher on the EOY iStation Reading Assessment.

Strategy's Expected Result/Impact: Instructional Coaches, interventionists and classroom teachers will collaborate regulary to analyze student progress, adjust instruction, and provide timely interventions for students identified at risk.

Staff Responsible for Monitoring: Admin., Classroom Teachers, Instructional Coaches and Interventionist

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Campus will continue to implement research based TIER 1 instruction in all grade levels to ensure that one in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy's Expected Result/Impact: Kindergarten through 2nd grade classroom teachers, Instructional Coaches and SPED teachers will collaborate regulary to analyze Math iReady data to monitor student progress, adjust instruction, and provide timely interventions for all students in Kindergarten through 2nd grade.

Staff Responsible for Monitoring: Admin., Kindergarten through 2nd grade classroom teachers, Instructional Coaches and SPED teachers

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR.

Evaluation Data Source: Math and Reading STAAR

Strategy 1

Third grade teachers, SPED teachers, Instructional Coaches and SEE Tutors will implement research based, TIER 1 reading and math instruction to ensure that two in three 3rd grade students will be rated Meets Grade Level on STAAR.

Strategy's Expected Result/Impact: Two in three 3rd grade students will be rated Meets Grade Level on STAAR exams.

Staff Responsible for Monitoring: Admin., Classroom Teachers, SPED Teachers, Instructional Coaches and SEE Tutors

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 6

Two in three students will achieve growth as measured on STAAR.

Evaluation Data Source: Math and Reading STAAR exams.

Strategy 1

Classroom grade teachers, SPED teachers, Instructional Coaches and SEE Tutors will implement research based, TIER 1 reading and math instruction to ensure that two in three students will achieve growth as measured on STAAR.

Strategy's Expected Result/Impact: Two in three students will achieve growth as measured on STAAR.

Staff Responsible for Monitoring: Admin., Classroom Teachers, SPED Teachers, Instructional Coaches and SEE Tutors

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 7

One in two students will be rated Meets Grade Level on STAAR/EOC exams.

Evaluation Data Source: Math and Reading STAAR exams.

Strategy 1

Classroom grade teachers, SPED teachers, Instructional Coaches and SEE Tutors will implement research based, TIER 1 reading and math instruction to ensure that one in three students will be rated Meets Grade Level on STAAR exams.

Strategy's Expected Result/Impact: One in three students will be rated Meets Grade Level on STAAR exams.

Staff Responsible for Monitoring: Admin., Classroom Teachers, SPED Teachers, Instructional Coaches and SEE Tutors

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 8

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams.

Evaluation Data Source: Math and Reading STAAR exams.

Strategy 1

Classroom teachers, SPED teacheres, Instructional Coaches, SEE tutors will collaborate regulary to analyze EB student's progress, adjust instruction, and provide timely interventions for students identified at risk.

Strategy's Expected Result/Impact: One in three EB students will be rated Meets Grade Leve on STAAR exams.

Staff Responsible for Monitoring: Admin., Classroom Teachers, Instructional Coaches and SEE tutors.

Funding Sources: SummitK12 License for 2nd grade Title I, Part A, $800

Formative Reviews

November	March	May

Performance Objective 9

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Classroom teachers, SPED teacheres, Instructional Coaches, SEE tutors will collaborate regulary to analyze SPED student's progress, adjust instruction, and provide timely interventions for SPED students.

Strategy's Expected Result/Impact: One in four SPED students will be rated Meets Grade Leve on STAAR exams.

Staff Responsible for Monitoring: Admin., Classroom Teachers, SPED Teachers, Instructional Coaches and SEE tutors.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

The campus will foster a positive, supportive, and professional work environment, achieving an overall staff satisfaction rating of 4.0 or higher (out of 5.0) on the annual District Employee Engagement Survey.

Strategy's Expected Result/Impact: Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Staff Responsible for Monitoring: Administrators, Classroom Teachers and Staff

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Evaluation Data Source: Parent Satisfaction Survey

Strategy 1

The campus will foster a positive, supportive, and professional work environment, achieving an overall staff satisfaction rating of 4.0 or higher (out of 5.0) on the annual Parent Satisfaction Survey.

Strategy's Expected Result/Impact: Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Staff Responsible for Monitoring: Administrators, Classroom Teachers and Staff

Formative Reviews

November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Evaluation Data Source: Agendas and parent-sign in sheets for meeting/engagement activity

Strategy 1

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy's Expected Result/Impact: Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Staff Responsible for Monitoring: Administrators, teachers and staff

Formative Reviews

November	March	May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Evaluation Data Source: Agendas, sign-in sheets, permission slips

Strategy 1

Students will participate in extra-curricular eSports activity.

Strategy's Expected Result/Impact:
Students will successfully participate in eSports and other clubs/activites after school.

Staff Responsible for Monitoring: Admin., eSports Coach, Club Sponsors

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Strategy's Expected Result/Impact: Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Staff Responsible for Monitoring: Administrators and campus secretary

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Strategy's Expected Result/Impact: Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Staff Responsible for Monitoring: Administrators, campus secretary and club sponsors.

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Strategy's Expected Result/Impact: Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Adminstrators, campus teachers and staff

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Pebble Hills Elementary School

Total SCE Funds: $331,127.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Salary and benefits for teachers and instructional coaches.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The Comprehensive Needs Assessment (CNA) process for the school year is conducted through a collaborative series of meetings involving the Campus Educational Improvement Committee (CEIC) and grade-level teams. The initial development phase is scheduled for December 7 with the campus leadership team. December 14th and 15th, beginning with a primary review session with the CEIC on Monday, followed by a collaborative review with staff during scheduled planning conferences on Tuesday.

Stakeholders, including campus administrators, teachers, parents, and community members, are selected to ensure diverse representation across all grade levels and demographic groups. During these sessions, the team examines key performance areas, including student achievement data (STAAR/benchmark results), attendance records, and perception survey data to identify trends and priority areas. A final comprehensive review of the CNA draft is scheduled for January 4th, providing an opportunity for all stakeholders to offer feedback and confirm the validity of the identified needs before finalizing the plan for the upcoming academic year.

1.2 Location for Evidence of Multiple Meetings Held

Stakeholders are invited to participate in the planning process through a series of scheduled meetings hosted in the campus library. These sessions are designed to facilitate collaborative input from administrators, teachers, parents, and community members throughout the development cycle. To ensure transparency and compliance, the campus maintains comprehensive records for every meeting, including finalized agendas, detailed meeting notes, minutes, and participant sign-in sheets.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of the Schoolwide Program Plan/Campus Improvement Plan follows a structured timeline aligned with the Comprehensive Needs Assessment (CNA) to ensure data-driven decision-making.

Timeline and Development Process:

October 20 - CEIC Members Training 3:00-4:00 PM

December 7 - Leadership team - Initial development phase begins with a primary review session of CNA

December 14th–15th - Initial development phase begins with a primary review session involving the Campus Educational Improvement Committee (CEIC), followed by grade-level team collaborative reviews during scheduled planning conferences.

Ongoing Review - Throughout the development cycle, stakeholders—including administrators, teachers, parents, and community members—participate in scheduled sessions to analyze student achievement data, attendance records, and perception survey results.

January 4th - Final comprehensive review of the plan draft is conducted to incorporate stakeholder feedback and confirm the identified needs.

Evidence Location - Documentation for all meetings, including agendas, minutes, and sign-in sheets will be maintained and housed in Title1Crate for district and stakeholder review.

2.2 Stakeholders 1114(b)(2)

The plan development process prioritizes inclusive collaboration by actively involving staff, families, and community members throughout the academic year. To ensure diverse perspectives, we initiate the process with a formal Campus Educational Improvement Committee (CEIC) training session in October 2026. This foundational training prepares stakeholders for the subsequent development timeline, which includes structured review sessions in December and January.

Feedback is solicited through:

* Collaborative Planning Meetings - Opportunities for staff to provide input during grade-level planning conferences.

* Public Review Sessions - Dedicated time for parents and community members to evaluate the plan draft and offer suggestions before final approval.

The list of participating stakeholders, including signed documentation, meeting minutes, and attendance sheets detailing participant names and roles, will be maintained and housed in Title1Crate for transparency and audit compliance.

CEIC Members:

EvaVillegasCommunity MemberCommunity Member

MelissaGomezBusiness PartnerBusiness Partner

ScottTurcotteParentParent

LouisaStoverParentParent

IreneYoungsPrincipalChair Person

DarlinaBrownAssistant PrincipalAdministrator

MichelleAranda MoralesCounselorCounselor

TaniaPugaSPED TeacherTeam Rep

ReneCourregesPE CoachTeam Rep

GracielaMorenoTeacher5th Grade Level Rep

LorenaFavela MurielTeacher4th Grade Level Rep

BriannaOchoaTeacher3rd Grade Level Rep

SamanthaRamirezTeacher2nd Grade Level Rep

NancySanchezTeacher1st Grade Level Rep

LeahLopezTeacherKinder Grade Level Rep

BarbaraArmstrongTeacherPreK Grade Level Rep

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

To ensure transparency and accessibility, the Pebble Hills Elementary School (PHES) Campus Improvement Plan is made available to the district, parents, and the community through multiple channels. The final plan is posted prominently on the campus website, allowing for easy digital access by all stakeholders. To accommodate families with varying preferences or needs, printed copies of the plan are available upon request in the campus front office. Furthermore, to

ensure the information is understandable to our entire community, the plan is provided in both English and Spanish, ensuring that language is not a barrier to stakeholder engagement and understanding of our schoolwide goals.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The Campus Improvement Plan at Pebble Hills Elementary School is developed through a strategic, coordinated process that integrates federal, state, and local resources to support the holistic needs of our students. By aligning our Title I goals with broader district initiatives, we ensure that programs—including those focused on student nutrition, career and college readiness, and academic intervention—function as a cohesive system rather than isolated efforts.

Coordinated Programs and Services:

* Academic Intervention - Implementation of targeted support and improvement activities designed to address learning gaps for all student populations.

* Health and Wellness - Integration with district-wide nutrition programs to ensure student well-being, which directly supports academic engagement.

* College and Career Readiness - Alignment with career and technical education (CTE) awareness initiatives to prepare students for future pathways.

* Social-Emotional Support - Collaboration with district counselors and specialized programs to provide violence prevention and comprehensive student support services.

This coordination is facilitated by the Campus Educational Improvement Committee (CEIC), which reviews available resources during our planning meetings to ensure that our schoolwide strategies leverage all available state and local funding effectively. By maintaining this integrated approach, we ensure that every initiative within our plan is supported by the necessary resources to maximize student achievement and school-wide success.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

The Statutorily Required Descriptions for the Title I program are addressed at the strategy level within this Campus Improvement Plan. By aligning our schoolwide goals with specific, evidence-based strategies, we ensure that all ESSA requirements are met through direct implementation. We have systematically checked the required indicators within the plan's strategy section to ensure that all necessary program components—including academic interventions, professional development, and parental involvement efforts—are documented and integrated into our daily operations. Consequently, the specific descriptions for these statutory requirements are auto-populated into this section, providing a clear map of how our chosen strategies fulfill Title 1 mandates to improve student performance and support campus-wide success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The evaluation of program effectiveness at Pebble Hills Elementary School is conducted through a systematic, data-driven process integrated into our campus planning cycle. We ensure transparency and continuous improvement by maintaining all relevant documentation—including sign-in sheets, meeting agendas, and supporting data—within our district's designated digital management platform.

Evaluation Components:

* Formative Reviews - We will conduct semi-annual formative reviews to assess the progress of our schoolwide strategies. These notes are documented within the Plan4Learning system, allowing us to adjust instructional practices

and resource allocation in real-time based on current student performance data.

* Summative Evaluation - At the end of the academic year, the Campus Educational Improvement Committee (CEIC) will complete a formal summative review. This process serves as the final annual evaluation of our Schoolwide Program Plan, capturing successes, identifying areas for growth, and documenting the impact of our interventions.

* Data Analysis - Our evaluation process will incorporate a comprehensive review of multiple data sources, including state assessment results (STAAR), district benchmark data, attendance records, and perception surveys from students, staff, and parents. This data ensures that our conclusions are grounded in a holistic view of the campus.

* CNA Integration - The findings from our formative and summative reviews are treated as essential evidence for the subsequent year's Comprehensive Needs Assessment (CNA). By feeding these results directly into the next planning cycle, we ensure that our future goals are informed by evidence of past program effectiveness.