

Denton Independent School District
Pecan Creek Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



PECAN CREEK
ELEMENTARY

Mission Statement

I AM BECAUSE WE ARE

At Pecan Creek we always strive to create a community that moves as one through supporting each other and responding to each other's needs. If one of us is strong, we are all strong. If one of us is in need, we all need. We are one and at Pecan Creek we take care of each other.

Vision

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Our Vision

I AM BECAUSE WE ARE

Vales and Core Beliefs

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Our Values

Our values are the things we have committed to at Pecan Creek. These values will guide us as we work towards the vision I AM BECAUSE WE ARE through the Mission.

- Compassion
- Community
- Relationships
- Diversity
- Life Long Learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Questions given to the staff in May 2021 for Demographics:

- How do our demographics align to our Mission statement of IABWA?
- How do these special programs align with the needs & Desires of our students, parents and community? DL, SPED, EXPO Dys, Essentials, GOAL, SLT, Spirit Squad
- What do you believe we could do better at in order to meet the needs of our diverse community of learners?

Pecan Creek Elementary opened in 2003. It is a neighborhood school located on the South side of Denton near the Corinth and Lake Cities area. Pecan Creek in a Two-Way Dual Language K-5 campus. We currently have 664 students enrolled.

Established: 2003

Mascot: Bear

Colors: Blue and Green

Motto: I AM BECUASE WE ARE

Over all demographics from released TAPR 2019-2020 or current campus data (TAPR for 20-21 not released yet)

Total students: 664

Economically Disadvantaged- 41%

Areas for Growth:

- * We need to be researchers of students & families
- * Connect w/families: Community programs & events

Maybe by grade level vs. whole school (overwhelming)

* More diversity in staff & literature (awareness)

Demographics Strengths

Admin, Staff & PTA involvement

Diverse: we learn from each other

We understand & appreciate other cultures

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our CNA showed that we need to build deeper connections with our families through researching and eliciting direct communication from parents and the community through smaller and more intimate meetings and events. **Root Cause:** There are several possible root causes to this: COVID protocols, virtual learners, new families and students moving in during pandemic, and different language and cultural needs.

Problem Statement 2: Our staff population is not as diverse as our student population and the CNA also showed a need for more diverse texts and resources. **Root Cause:** Building more diverse library takes time and resources from district are coming as they are received.. Not all subpopulations are represented proportionately, but most are.

Student Learning

Student Learning Summary

Questions given to the staff in May 2021 for Student Learning:

- What does PLC mean to you?
- What would make PLC time more worth it for you?
- Assessments, Data Analysis, and planning are crucial to moving this campus forward in PLC, DMTSS and student excellence. Make a plan w your team that would be most ideal for the assessment, data review, and planning cycle. As a team, discuss the value of assessment and how it should drive everything you do.

Data for Student Learning is collected through: Ryan Zone Assessments, TPRI, TxKea, TejasLee, PNA, Report Card Assessments, Istation ISIP, DRA, STAAR interim Assessments and STAAR. Using the guidelines from HB 4545 we have targeted the students in need of focused academic acceleration, created plans for providing the acceleration, identified staff best suited to provide the acceleration and began the plans toward 30+ of targeted intervention for all 4th and 5th grade students required. MTSS meeting also being held to review current needs in K-3 and possible interventions. PLC and Grade Level Intervention time used at all levels to plan, create, and provide best practices and curriculum in Tier I and Tier II.

No designations in 2020 due to COVID- information based on the 2020-2021 Report Card Data

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Academic Achievement Status															
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	
Target Met	No	No	No	No		No			No	No	No		No	No	
% <u>at</u> Meets GL Standard or Above	37%	26%	25%	52%	-	44%	-	22%	21%	27%	16%	31%	40%	28%	
# <u>at</u> Meets GL Standard or Above	117	11	28	64	-	12	-	2	26	25	8	4	95	22	
Total Tests	315	43	112	124	-	27	-	9	123	91	51	13	235	80	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%	
Target Met	Yes	No	No	No		No			No	Yes	Yes		Yes	No	
% <u>at</u> Meets GL Standard or Above	46%	23%	38%	56%	-	67%	-	56%	32%	48%	25%	62%	50%	35%	
# <u>at</u> Meets GL Standard or Above	146	10	43	70	-	18	-	5	39	44	13	8	118	28	
Total Tests	315	43	112	124	-	27	-	9	123	91	51	13	235	80	
Total Indicators															4
Graduation Rate Status															

Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Target Met															
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators															
English Language Proficiency Status															
Target															
Target Met															
TELPAS Progress Rate															
TELPAS Progress															
TELPAS Total															
Total Indicators															1
Student Success Status															
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45	
Target Met	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	
STAAR Component Score	40	31	34	48	-	46	-	38	28	36	25	46	43	34	
% <u>at</u> Approaches GL Standard or Above	68%	61%	64%	76%	-	68%	-	62%	55%	62%	47%	73%	71%	61%	

* Closing the Gaps and Student Success Data Tables-

- Math for all students- target met- 146 students out of the 315 met GL standard or above- 46%
- Math for EI and SPED- target met
- Math came closer to meeting standards overall for most subpops
- No targets met in ELAR
- 30 pt gap in Asian population for ELAR and Math- 27 students total.
- Larger gaps in students not continuously enrolled

Texas Education Agency
2021 STAAR Performance
PECAN CREEK EL (061901116) - DENTON ISD

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	315	315	115	100		845	
Approaches GL or Above	225	237	64	52		578	68%
Meets GL or Above	117	146	28	15		306	36%
Masters GL	58	79	7	1		145	17%
Total Percentage Points							121%
Component Score							40

* 2021 STAAR Performance (315 Math and Reading 3-5)

- ELAR 3-5 Approaches- 71.4%
- Math 3-5 Approaches - 75.2 % (higher overall performance in Math)
- ELAR Meets 3-5- 37%
- Math Meets 3-5 46%
- Very low performance in 5th Science (52% approaches, 15% meets, 1% Masters)

Overall Reading Data for end of 2020-2021:

Kinder to 1st- 59% of all Kinder moving to 1st grade this year are already on or above grade level expectations in Reading.

1st to 2nd- 69% of all 1st graders moving to 2nd grade this year are already on or above grade level expectations in Reading.

2nd to 3rd- 56% of all 2nd graders moving to 3rd grade this year are already on or above grade level expectations in Reading.

3rd to 4th- 66% of all 3rd graders moving to 4th grade this year are already on or above grade level expectations in Reading.

4th to 5th- 56% of all 4th graders moving to 5th grade this year are already on or above grade level expectations in Reading.

Largest Implications:

* COVID

* Inconsistent educational opportunities

* Absences

* Virtual school, not in person, with reliable work and assesment data

Areas to Grow:

- Need more time in PLCs & EVERYONE'S involvement
- PLCs after assessments
- Specific plans for data- more structure rather than open-ended
- **Academic Areas of Growth**
- 2nd grade BIL moving to 3rd BIL this year- below expected performance in Reading and Math and in need of intervention and BIL support
- Closing gaps in reading levels at each grade level.
- Grade level intervention through HB 4545 for those student unsuccessful on STAAR Reading and Math
- Moving more students from failing to approaches AND focusing on how to move the approaches to meets in Reading and Math
- Increase in overall Science performance in 5th grade

Student Learning Strengths

* Data-driven instructions

*Learn and grow as a team

* Collaboration

* Grade level interveention

* Accelration for students that did not meet grade level expecations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All performance on STAAR in all areas and all subpopulations is lower from 2019 to 2021. **Root Cause:** COVID, absences, virtual school, lack of in person opportunities, unreliable data on work and assessments.

Problem Statement 2: The campus is not increasing in closing the gaps of student success. **Root Cause:** Less students in "Meets" for all subject areas, grade levels, and subpopulations.

Problem Statement 3: Not all students are reading on or above grade level before moving on to the next grade level. **Root Cause:** Limited access to in person learning, less in person time for the year, recovering from being out of school March 2020-August 2020, less success with families supporting the education and ability.

School Processes & Programs

School Processes & Programs Summary

- What does PC offer to new candidates? How do we draw teachers in to want to work here?
- What should we do to market ourselves better?
- What makes people committed to stay at PC?
- How do you know quality people work here? How would the community know high-quality people work here?
- What reputation does our staff have in Denton ISD? Why?
- What areas do we need the most PD in as a staff?
- What practice should we care more about and pay more attention to?

Grows Identified:

Need more community involvement

More online presence

Facebook Community?

PD= Time to do it

- CHAMPS (School-wide discipline/behavior)
- Meeting needs of Special Program kiddos
- Relationships/communication

Collaborate with other schools

More structured MTSS and PLC processes and time

School Processes & Programs Strengths

Amazing staff, admin & community.

We have a great reputation- people want to be here.

Positive atmosphere: FAMILY

We produce leaders!!!

Perceptions

Perceptions Summary

- What influences attendance most at PC and how do we change it?
- What is the most important thing we do as a campus too impact discipline issues? What do you do in your team/classrooms to impact discipline? Does it work? Why/why not?
- What are more ways we could engage our parents and community? What makes them interested in what we are doing?
- What does the neighborhood and parent community say about our school?
- What are practical and academic ways the staff supports each other to make a huge impact on the school? What should we be doing?
- What would make the biggest impact in teams to build trust and bring about true plc on the grade level and campus?
- What can we do to make people see the value in working together for the common good of the whole?

Grows Identified:

PLC with interventionists, more time (Maybe partner up with another grade for “Buddy” time.

Attendance incentives (awards/recognition)

Follow up for absentees

New teacher mentorship/training

Team bonding & honest conversations

Support our subs & making sure all taken care of

Perceptions Strengths

Positive environment / relationships -

We Care!

Restorative Practices & relationship agreements

SEL Coach beginning 10/18/2021

Building based sub began 10/1/2021

We support each other

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: All students will make a years growth and/or perform at grade level in Math and Reading by June 2022.





HB3 Goal

Evaluation Data Sources: Ryan Zone common assessment data, TPRI, TxKea, TejasLee, istation ISIP, PNA, STAAR Sim, intervention formative assessments, Reading levels. report card assessments, ESTAR observations and teacher input.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of eligible HB 4545 students will be served by May 2022.</p> <p>Strategy's Expected Result/Impact: Increased student performance in Reading and Math on Ryan Zone Common Assessments, STAAR, STAAR Interim, formative assessments, MTSS progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin, Interventionists, Coach, Specialist, Counselor, Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - Title I, Part A - \$59,426, Reading and Math Interventionist - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continued implementation of AFL strategies in collaboration with Lucy Calkins Units of Study</p> <p>Strategy's Expected Result/Impact: Increase skills of readers and writers, increase problem solving strategies and understanding of learning targets, goal setting, and self assessment.</p> <p>Evidence: common assessments, walkthroughs, goal setting, engagement in conferring</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional development in core content and targeted areas of need.</p> <p>Strategy's Expected Result/Impact: Increase collaboration among grade levels and campuses in the Ryan Zone, support Tier 1 intervention strategies, growth for teachers in real time relevant areas that impact increase performance assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Admin, District Coaches and Curriculum Dept. Ryan Zone Literacy Plan.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monthly DMTSS meeting to review and discuss students of concern, progress, and intervention plans.</p> <p>Strategy's Expected Result/Impact: Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs.</p> <p>Based on the data collected appropriate student referrals are made.</p> <p>Based on the interventions provided, an increase in student achievement is shown through common assessments, Reading Inventories, iStation, imagine math, reading levels, STAAR.</p> <p>Staff Responsible for Monitoring: DMTSS committee, teachers, admin.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: PLC Meetings with time for teacher to analyze student data in order to inform instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments.</p> <p>Increase in collaboration in grade level and instructional teams.</p> <p>Grade level collaboration time for students of concern and content needs.</p> <p>Grade level intervention and acceleration planning.</p> <p>Increased performance on formal and informal assessments.</p> <p>Increased reading levels</p> <p>Decrease in students requiring Tier II intervention outside of the classroom.</p> <p>Work with instructional coach to improve Tier I and Tier II strategies.</p> <p>15 Day Challenges for each grade level and content area</p> <p>HB 4545 Student Progress Monitoring</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionists, Coaches, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math and Reading Intervention for Tier II and III students.</p> <p>Strategy's Expected Result/Impact: All HB 4545 targeted students served Teachers providing intervention during small groups and grade level intervention time. Master schedule created with each grade level having intervention and acceleration time. Increased performance on assessments. Hire a person to provide Math Intervention. Hire a person to provide Reading Intervention. BIL Interventionist and para Tier II and III students get targeted instruction that helps to fill gaps in order to move them out of intervention and back to Tier I only. RR, DLL, and Lit Groups implemented to support Tier II and III in Reading.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading and Math Interventionist - State Compensatory Education (SCE) - \$30,000, Math Interventionist - Title I, Part A - \$59,426</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Intervention for BIL students in their targeted areas of content and linguistic needs through a BIL Specialist and BIL para.</p> <p>Strategy's Expected Result/Impact: All HB 4545 targeted students will be served and progress. Increase in student performance for BIL students in Math and Reading on local and state assessments. Determination of language dominance. TELPAS exits due to fully bilingual students. Daily intervention that supports Tier II and III students to exit through DMTSS and return to Tier I only. Improvement in Tier I instruction for BIL and ESL students.</p> <p>Staff Responsible for Monitoring: BIL Interventionist, BIL Dept, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Common assessments created in the Ryan Zone in collaboration with campuses, teachers, specialists, and admin.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Create more opportunities for collaboration in the zone. Shared data and breakdown of current needs with Ryan zone campus leaders and district leaders. Shared effective common Tier I intervention strategies to increase successful instruction. Deeper PLC and DMTSS discussion about student needs. Resources and shared strategies from Ryan Zone.</p> <p>Staff Responsible for Monitoring: Interventionists, Admin, Ryan Zone Cohort, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Monthly Instructional team meetings to analyze data, review assessments, and create teacher supports.</p> <p>Strategy's Expected Result/Impact: Review and monitor progress of HB 4545 targeted students. Review students of concern. Increase student performance on local and state assessments. Provide support to teachers in targeted areas of need. Problem solve about curriculum and Tier I and II instruction. Instructional team presents to the CLT in order to improve campus communication about academic progress and current needs.</p> <p>Staff Responsible for Monitoring: Teachers, CLT, Interventionists and Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Monthly Team Collab meetings to review data, align instructional best practices, discuss current issues and needs, and support Tier I instruction and grade level intervention.</p> <p>Strategy's Expected Result/Impact: Increased teacher support vertically and more time in collaboration to problem solve. Increased performance on local and state assessments. Social, emotional and behavioral support strategies. Refinement of vertical curriculum. 15 day challenges Grade level intervention targets and planning. Tier II and II coaching Students of concern and prep for MTSS</p> <p>Staff Responsible for Monitoring: Teacher, Admin, Coaches, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:





- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By June 2022, Pecan Creek will establish a safe and compassionate environment that fosters a sense of community and belonging by prioritizing the social-emotional wellbeing of all students and staff.

Evaluation Data Sources: SEL Coach on campus, self care promotion, Rhytim App data for students, observations, discussion, engagement surveys , goal setting meetings, relationship agreements in all classrooms. increased academic performance, deeper relationships within the staff, parent engagement increase , end of year engagement survey data, lower incidents of discipline issues.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continued use of Restorative Practices and supporting events that target Social and Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, I AM BECAUSE WE ARE, Red Ribbon Week, in class counseling lessons daily.</p> <p>Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, SEL Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain parent involvement and relationships during a pandemic through communication, meetings, campus events, and surveys.</p> <p>Strategy's Expected Result/Impact: Virtual attendance increase at meetings and "events", higher PTA membership and participation, weekly newsletters to parents and staff, Bilingual Specialists translating and making contacts with families regularly, social media posting to share activities and pictures</p> <p>Result: Create connections and relationships with Hispanic families and increase parent involvement, maintained relationships and trust with parents and new families.</p> <p>Staff Responsible for Monitoring: Teachers, Bilingual Specialists, Counselor, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implemented project and workshop based learning.</p> <p>Strategy's Expected Result/Impact: Refined communication skills about thinking, increase in student performance on local and state assessments, confidence building through inquiry based activities and sharing thinking in workshop,</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, Librarian</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Consistent promotion of positive health and wellness for students and staff through Staff Wellness Center, Rythim App, Essential education (art, music, pe, and library), restorative practices, counselor lessons and check ins, vertical team work with an SEL component, and campus events focused on the Essential 8.</p> <p>Strategy's Expected Result/Impact: An Increase in positive mental health and wellbeing will improve engagement, climate and culture, safety and performance.</p> <p>Focus on Essential 8 Use of Second Step</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, SEL Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monthly character education with SEL focus for classrooms to use daily.</p> <p>Strategy's Expected Result/Impact: The counselor will provide relevant and real time strategies to improve mental health, character development, behavior, and engagement. The teachers will be more confident in modeling self care and positive mental health.</p> <p>Staff Responsible for Monitoring: Teachers , Counselor, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide opportunities for students to experience and engage in real word, hands on learning during a virtual heavy time and lack of opportunities for field trips.</p> <p>Strategy's Expected Result/Impact: The teachers and instructional team will work to brainstorm ways to continue to provide enriching and engaging activities that give students the chance to learn outside and in other ways outside of the virtual platform.</p> <p>Examples: 4th grade Nature Day, 2nd Grade Balloon Macy's Day Celebration, STEM, Fine Arts Dept. providing virtual and in person programs such as orchestra performances, concerts, and dance.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Maintain open communication and collaboration that promotes positive campus culture and safety through drills/feedback. BERT, DMTSS, PLC, Vertical Teams, CLT, Aspiring Administrators, CHAMPS, Character Education Program, High 5 celebrations, Celebration Meetings, Essential 8, Second Step, GOAL and campus events.</p> <p>Strategy's Expected Result/Impact: Positive response on surveys and increased engagement. Stronger communication and confidence in programs and procedures. Team Leaders empowered All working towards the same common vision and mission through the campus values. CLT collaboration to build campus needs and processes. Decreased burnout and teacher absences</p> <p>Staff Responsible for Monitoring: Admin, BERT, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Pecan Creek Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 200

Brief Description of SCE Services and/or Programs

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Personnel for Pecan Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kent Hamilton	Math and Reading Intervention	100
Taryn Stanley	RR Teacher	100

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Eby	District Instructional Coach	District Title I Instructional Coach (no	50
Julie Quillin	Math Intervention	Title 1 Intervention	100
OPEN Para Position	K-2 Intervention Para	Title I Intervention Para	100

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading and Math Interventionist		\$0.00
1	1	6	Reading and Math Interventionist		\$30,000.00
Sub-Total					\$30,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Interventionist		\$59,426.00
1	1	6	Math Interventionist		\$59,426.00
Sub-Total					\$118,852.00
Grand Total					\$148,852.00

Addendums