

**Denton Independent School District**  
**Pecan Creek Elementary**  
**2022-2023 Campus Improvement Plan**



**PECAN CREEK**  
ELEMENTARY

# Mission Statement

**At Pecan Creek we will always support the social, emotional, and academic growth of everyone, in a safe, respectful environment.**

## Vision

### Our Vision

**Together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.**

## Values 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.

### 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 of together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.**

- Compassion
- Community
- Relationships
- Diversity

Life Long Learning

# Table of Contents

- At Pecan Creek we will always support the social, emotional, and academic growth of everyone, in a safe, respectful environment . 2
- Comprehensive Needs Assessment 5
  - Demographics 5
  - Student Learning 8
  - School Processes & Programs 11
  - Perceptions 13
- Priority Problem Statements 15
- Comprehensive Needs Assessment Data Documentation 16
- Guiding Outcomes 18
  - Guiding Outcome 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 19
  - Guiding Outcome 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 25
- State Compensatory 30
  - Budget for Pecan Creek Elementary 31
  - Personnel for Pecan Creek Elementary 31
- Title I Personnel 31
- Campus Funding Summary 32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics of Pecan Creek:

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 and September 19, 2022 to review and finalize the Campus Performance Objectives and strategies.

Pecan Creek opened in 2002, with students beginning in 2003. Next year will be our 20th year of greatness! We are located on the south side of Denton in the beautiful nature preserves of Pecan Creek. We have always been a neighborhood school with the focus on building community. We serve 3 major communities: the Preserves at Pecan Creek, the Villages of Carmel, and the Pecan Creek Mobile Home Community. Our values reflect what we care about and what drives us as we meet our goals. Our PC Bear Values are: Community, Relationships, Compassion, Diversity and Life Long Learning. Our motto, together hand in hand, juntos de la mano, we build compassionate relationships through our diverse community was created by the staff to guide us as we work together to make PC a place that serves, supports and enriches all students, staff, and families.

Pecan Creek is a Dual Language campus with 2 way and one way BIL classes in K-2 and 2 way BIL classes in 3-5. Our Dual Language Program is an immersion experience for bilingual and monolingual students. Our hope is that our students gain confidence in Spanish and English in order to support their success as they move into middle school and high school.

#### Demographics:

##### From TEA Report Card 2019-2020- (COVID year)

Enrollment- 676

Attendance Rate- 96.9%

AA- 12.5%, His- 37.9%, W-41.3%, AI- 0.1%, As-7.2%, 2 or more- 0.9%

EcoDis- 39.29%, Sped- 11.8%, EB- 27.1%

Mobility Rate- 8.7%

##### From TEA Report Card 2020-2021- (COVID, Virtual Year)

Enrollment- 642

Attendance Rate- 99.3% (students were able to be counted present if they attend a virtual session in one day or completed an assignment)

AA- 11.4%, His- 36.4%, W-42.3%, AI- 0%, As-7.9%, 2 or more- 2%

EcoDis- 41%, Sped- 13.1%, EB- 29.3%

Mobility Rate- 9.4%

### **Currently 2022-2023**

Enrollment- 673 - enrollment has increased and returned to pre covid dates.

Attendance Rate- 96.8% currently

AA- 12.5%, His- 37.9%, W-41.3%, AI- 0.1%, As-7.2%, 2 or more- 0.9%

EcoDis- 41% Sped- 15.2, EB- 29.3%

Mobility Rate-n/a

Questions for whole campus in CNA?

1. How do we describe our school? Details can include size, grades, location, or other descriptors.
2. Who are our stakeholders?
3. What programs do we have and how do they align with our goals and beliefs?
4. What are the student behavior trends? What behaviors have you seen more of since COVID?
5. In what ways do you think our student population has changed?
6. What is our neighborhood community like?

Strengths:

- How do we describe ours school:
- Diverse, title, welcoming, established, we have our own traditions
- Multicultural, diverse, large student body, large staff
- A large diverse school with a mixed Socio Economic Status
- Title 1, inclusive, Supportive
- Bilingual community
- Our Stakeholders are- a diverse population, teachers, parents, neighborhood, community, students, Denton IS
- Programs at our school - align to our mission and vision
- GOAL supports our diverse community and focus on relationships, Baby Doll SEL promotes Empathy and kindness, SLT promotes leadership and excellence

- Dual Language, SLT, SEL.....includes everyone, builds relationships and meets our academic needs
- GOAL, SLT, SEL, EXPO, Hattie therapy dog, mentorship, high school helpers, Teach Denton
- Community is multicultural, engaged and helpful, diverse and supportive

#### Areas of Need:

- Student behavior trends since COVID:
  - Impulsiveness
  - Peer relationships
  - Emotional regulation
  - Continue attendance interventions

#### **Demographics Strengths**

- How do we describe our school:
- Diverse, title, welcoming, established, we have our own traditions
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#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students are needing more support for emotional regulation and impulse control. Students are also needing guidance and modeling of positive peer relationships and appropriate social interactions. **Root Cause:** Behaviors possibly connected to COVID and trends seen in student social interactions after virtual times and social distancing.

**Problem Statement 2:** Even though attendance is above the district average and has returned to the pre-covid average, we will focus on interventions to increase attendance and support students with less than 90% attendance. A decrease in attendance increases the need for academic intervention. **Root Cause:** At the BOY more reports of COVID, flu, and families traveling.



# Student Learning

## Student Learning Summary

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 to review and finalize the Campus Performance Objectives and strategies.

See addendums for Texas Academic Performance Report (TAPR)

1. How have we closed the gaps in student performance this year?
2. What student groups do you think need more support in regard to academic success and growth? Why?
3. How do you think we compare to other schools with similar demographics in the area of Student Learning?
4. What are strong practices that we are doing in classrooms that best support student learning?

### Strengths:

- We have closed the gaps:
- 15 day challenges, data collection, HB4545, dyslexia therapy, dmtss, progress monitoring
- focus on accommodations
- Purposeful planning
- Data driven instruction, guided reading, intervention time, writing workshop , success time
- Guided reading, classroom management, restorative practices, communication with parents, daily reading at home
- Focus on Tier 1, feedback & assessment, TEKs focused, strong teams
- Dedicated intervention time/schedule & data digs to support intervention groups
- Use of technology and differentiation

### Areas of Need:

- Emergent Bilingual students increasing performance on STAAR and district assessments
- Tier 1 Instruction/Intervention

### Areas of Need Based on 21-22 EOY and STAAR Data:

**3rd Reading STAAR 21-22 SPANISH**

Approaches	Meets	Masters
62.50%	6.25%	0%

<b>SPANISH 4th Reading</b>	<b>May 2022 STAAR</b>	
Approaches	Meets	Masters
50%	37.50%	18.75%

**May 2022 STAAR Math SPANISH**

Approaches	Meets	Masters
28.57%	0%	0%

**Student Learning Strengths**

Strengths:

- We have closed the gaps:
- 15 day challenges, data collection, HB4545, dyslexia therapy, dmtss, progress monitoring
- focus on accommodations
- Purposeful planning
- Data driven instruction, guided reading, intervention time, writing workshop , success time
- Guided reading, classroom management, SEL practices, communication with parents, daily reading at home
- Focus on Tier 1, feedback & assessment, TEKs focused, strong teams
- Dedicated intervention time/schedule & data digs to support intervention groups
- Use of technology and differentiation

Areas of Strength Based on EOY and STAAR Data:

3rd Reading STAAR 21-22		
Approaches	Meets	Masters
90.91%	68.18%	42.05%

68% Meets, 42% Masters

3rd Math STAAR 21-22		
Approaches	Meets	Masters
85.44%	48.54%	26.21%

May 2022 STAAR Reading, Grade 4		
Approaches	Meets	Masters
82.11%	54.74%	28.42%

54% Meets

4th Math	May 2022 STAAR	
Approaches	Meets	Masters
81.73%	50.96%	27.88%

50% Meets

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Data shows that Tier I instruction best practices and Tier I and Tier II intervention are needed to close the gaps and show greater academic growth in emergent bilingual performance on STAAR in Math and Reading. **Root Cause:** One of the causes could be the language that students are testing in and vocabulary bridging.

# School Processes & Programs

## School Processes & Programs Summary

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 to review and finalize the Campus Performance Objectives and strategies.

1. We always strive to hire the best staff. What qualities do we see in our current staff and look for when we are seeking new bears?
2. How are all students, especially those at risk, given opportunities to meet expectations and grow?
3. How does technology support students? Does technology create challenges? If so, how?
4. How have PLCs, instructional planning time, 15 day Challenges, intervention planning and DMTSS supported your students and grade level this year?

### Strengths:

- We want Bears who are open to learning, collaborative, positive, hardworking, flexible, team vibe pro student
- Relationships are a high priority, positive, knowledgeable, kindness, collaborative
- Team players, supportive, knowledgeable, kind, respectful
- Caring, Compassionate, Efficient
- PLC, planning time, 15 day challenges, DMTSS have helped us with:
  - Higher test scores, more students "testing out" of intervention.
  - Creating a safe learning environment so students feel included
  - Allowed collaboration, planning, and kept teams focused
  - Team planning brought cohesive time, more frequent MTSS
  - It has allowed us time to dig deep and determine needs
  - Gave us a plan for how to support our students
  - Less students needing HB4545 interventions this year.

### Area of Need:

- Use technology as an engaging learning tool while also providing hands and minds on activities.
- What extra curricular activities can we support that create a sense of belonging in students?

- Continued DMTSS procedures to monitor and support individual students with individual needs.

### **School Processes & Programs Strengths**

- We want Bears who are open to learning, collaborative, positive, hardworking, flexible, team vibe pro student
- Relationships are a high priority, positive, knowledgeable, kindness, collaborative
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  - Creating a safe learning environment so students feel included
  - Allowed collaboration, planning, and kept teams focused
  - Team planning brought cohesive time, more frequent MTSS
  - It has allowed us time to dig deep and determine needs
  - Gave us a plan for how to support our students
  - Less students in need of HB4545 intervention

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The collection of data regarding behavioral needs of students is showing that their academic progress is being impacted and increases the need for Tier II intervention. We will continue the MTSS process to monitor and support academic and behavioral success of students. **Root Cause:** Transition time back to in school procedures and routines. The sense of responsibility over self awareness and personal growth.

# Perceptions

## Perceptions Summary

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 to review and finalize the Campus Performance Objectives and strategies.

1. How does the attendance of students differ from in the past? Do you notice a trend? What is the impact?
2. What are some ideas you have to increase parent engagement?
3. How does the community around us support the school? What other community members could be partner with?
4. How do you think students describe their school and learning environment?
5. How does staff describe our school to others that don't know about us?

### Strengths:

- Higher attendance this year than last year , learning and growth was more evident this year based on data- current attendance rate 96.18%
- More family events happening this year, fall festival, hot dog social, Cocoa and caroling
- Partnerships with local businesses
- Students: Engaging, fun, a place to be social with friends, connected, stable environment for students.
- Students talk highly of our school, excited to be here and participate
- Students describe their experiences as fun and positive.
- Most kids would speak positively of their experience.
- Fun, welcoming, family, inclusive
- Staff - friendly, welcoming, supportive, knowledgeable, like a family, resourceful
- Staff- That we an inclusive campus that works hard and loves our students
- Staff- Fun, welcoming, family, inclusive

### Areas of Need:

- Attendance patterns after COVID
- Building connections with the community

## Perceptions Strengths

- Higher attendance this year than last year,, learning and growth was more evident this year based on data
- More family events happening this year, fall festival, hot dog social, Cocoa and caroling
- Partnerships with local businesses
- Students: Engaging, fun, a place to be social with friends, connected, stable (so many students upset with summer coming)
- Students talk highly of our school, excited to be here and participate
- Students describe their experiences as fun and positive.
- Most kids would speak positively of their experience.
- Fun, welcoming, family, inclusive
- Staff - friendly, welcoming, supportive, knowledgeable, like a family, resourceful
- Staff- That we an inclusive campus that works hard and loves our students
- Staff- Fun, welcoming, family, inclusive

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Continuing to increase attendance rates through positive reinforcement. **Root Cause:** Lack of understanding of the correlation between attendance and academic performance and student confidence.

**Problem Statement 2:** Finding more ways to involve parents and build community. **Root Cause:** 2 years of COVID protocols and the need for more focus on safety procedures.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

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

# Guiding Outcomes

## **Guiding Outcome 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 2023.



- \* K-2 will end the year with at least 85% of the grade level on level in Reading using DRA.
- \* K-2 80% of the grade level will be progressing or on level in Math in the area of overall performance on the EOY PNA.
- \* 3-5 will increase progressing and on level performance by 20% on Istation by the end of the year.
- \* 3-5 will increase quantile performance by 20% on Imagine Math by the end of the year.



### **High Priority**



#### **HB3 Guiding Outcome**



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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of eligible HB 4545 students will be served by May 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in Reading and Math on Ryan Zone Common Assessments, STAAR, STAAR Interim, formative assessments, MTSS progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Interventionists, Coach, Specialist, Counselor, Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Interventionist - Title I, Part A, Reading and Math Interventionist - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
	 70%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continued implementation of AFL strategies in collaboration with Lucy Calkins Units of Study</p> <p><b>Strategy's Expected Result/Impact:</b> Increase skills of readers and writers, increase problem solving strategies and under standing of learning targets, goal setting, and self assessment.</p> <p>Evidence: common assessments, walkthroughs, goal setting, engagement in conferring</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
	 50%		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional development in core content and targeted areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers and Admin, District Coaches and Curriculum Dept. Ryan Zone Literacy Plan.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
	 60%		






Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monthly DMTSS meeting to review and discuss students of concern, progress, and intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs. Based on the data collected appropriate student referrals are made. 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><b>Staff Responsible for Monitoring:</b> DMTSS committee, teachers, admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> PLC Meetings with time for teacher to analyze student data in order to inform instruction and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on local and state assessments. Increase in collaboration in grade level and instructional teams. Grade level collaboration time for students of concern and content needs. Grade level intervention and acceleration planning. Increased performance on formal and informal assessments. Increased reading levels Decrease in students requiring Tier II intervention outside of the classroom. Work with instructional coach to improve Tier I and Tier II strategies. 15 Day Challenges for each grade level and content area HB 4545 Student Progress Monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Interventionists, Coaches, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math and Reading Intervention for Tier II and III students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Admin</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Interventionist - Title I, Part A, Reading and Math Interventionist - State Compensatory Education (SCE), Intervention Paraprofessional- support with Title funds Feb- May - Title I, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Intervention for BIL students in their targeted areas of content and linguistic needs through a BIL Specialist and BIL para.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> BIL Interventionist, BIL Dept, Admin</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Common assessments created in the Ryan Zone in collaboration with campuses, teachers, specialists, and admin.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Interventionists, Admin, Ryan Zone Cohort, Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Monthly Instructional team meetings to analyze data, review assessments, and create teacher supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, CLT, Interventionists and Admin</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
			

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teacher, Admin, Coaches, Interventionists</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Explicit academic vocabulary instruction focused on latin roots and deeper understanding of what students read in ELAR and Math- mainly seen in 4th and 5th grade</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on Math and Reading assessments.            Deeper understanding of word problems in Math.            Vocab bridging for emergent bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team, Admin</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			



Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Learning Together Time with staff each month focused on most needed topics and differentiated for grade levels led by the Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely and relevant professional development focused on staff and student needs.            Increase in best practices.            Increase in student performance on assessments.            Mentorship and training for new teachers and staff.            Common vision and learning expectations.            Viable curriculum with universal practices.            Vertical alignment and support.            Team collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, District Instructional Coach, Instructional Leadership Team, Admin, Engagement Coach</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Guiding Outcome 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 2023, 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:** Engagement Coach on campus, self care promotion, Rhytim App data for students, observations, discussion, engagement surveys , goal setting meetings, PLC, 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, educator's handbook, attendance rate, MTSS behavioral and academic summaries.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continued use of Restorative Practices and supporting events that target Social and Emotional Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, Baby Doll Circles, Red Ribbon Week, in class counseling lessons daily. Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Counselor, Engagement Coach</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> 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><b>Strategy 2:</b> Maintain parent involvement and relationships through communication, meetings, campus events, and surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Virtual attendance increase at meetings , 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><b>Staff Responsible for Monitoring:</b> Teachers, Bilingual Specialists, Counselor, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> 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><b>Strategy 3:</b> Consistent promotion of positive health and wellness for students and staff through Staff Wellness Center, Rythim App, Essential education (art, music, pe, and library), CATCH curriculum, restorative practices, counselor lessons and check ins, vertical team work with an SEL component, zones of regulation and campus events focused on the Essential 8.</p> <p><b>Strategy's Expected Result/Impact:</b> An Increase in positive mental health and wellbeing will improve engagement, climate and culture, safety and performance.</p> <p>Focus on Essential 8</p> <p>Use of Second Step</p> <p>Baby Doll Circles</p> <p>CHAMPS and Bear Paws</p> <p>Care Bears</p> <p>Treatment Agreements</p> <p>Morning Circles</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Counselor, SEL Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monthly character education with Essential 8 and social emotional focus for classrooms to use daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers , Counselor, Admin, Engagement Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide opportunities for students to experience and engage in real word, hands on learning that inspires deeper thinking and engagement strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. 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, field trips, choir and dance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Admin</p> <p><b>Title I:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Maintain open communication and collaboration that promotes positive campus culture and safety through drills/feedback. BERT, DMTSS, PLC, Vertical Teams, CLT, event committee, attendance committee, Learning Together Times, PLC, CHAMPS, Character Education Program, High 5 celebrations, Celebration Meetings, Essential 8, Second Step, GOAL and campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 Weekly PLCs and monthly 1/2 day PLC</p> <p><b>Staff Responsible for Monitoring:</b> Admin, BERT, Counselor, Teachers, Team Leaders, Instructional leadership Team, Engagement Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Student leadership opportunities such as Student Leadership Team, Honor Choir, Esports, Care Bears, GOAL and Office Squad.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are recognized for their achievements, leadership abilities, and positive behavior. Students are connected and have ownership in the mission and vision of the campus. Staff are supportive of students beyond academics and use their strengths to support the overall mission/vision of the campus. Students, parents, and staff are invested in the various successes of the PC community. Increased parent involvement and connections during events.</p> <p><b>Staff Responsible for Monitoring:</b> SLT Leaders, Counselor, Admin, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Staff participation in the 5 Languages of Workplace Appreciation and goal setting meetings and check ins focused on support and strengths.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher engagement and sense of appreciation. Community of people to care and support each other. Shared responsibility of appreciation. Deeper understanding of our colleagues and what they need to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Team Leads, Counselor, Engagement Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Campus events and activities throughout the year to celebrate students, families and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> For example: Meet the Teacher, Open House, Grandparent's Night, Book Fair, Fall Festival, Veteran's Day, Character Dress Up Parade, Cocoa and Caroling, Hot Dog Supper, Hispanic Heritage Month, Black History Month</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Build community and parent involvement.  
Celebrate students, staff and families.  
Have fun and empower all stakeholders.

**Staff Responsible for Monitoring:** Admin, Event Committee, Parent Involvement Committee, CLT, Teachers


**Title I:**


4.1

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for Pecan Creek Elementary

Total SCE Funds: \$0.00

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 I Intervention	100
OPEN Para Position	K-2 Intervention Para	Title I Intervention Para	100



# Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading and Math Interventionist		\$0.00
1	1	6	Reading and Math Interventionist		\$0.00
<b>Sub-Total</b>					\$0.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Interventionist		\$0.00
1	1	6	Intervention Paraprofessional- support with Title funds Feb- May		\$0.00
1	1	6	Math Interventionist		\$0.00
<b>Sub-Total</b>					\$0.00