

Pecan Springs Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



PECAN SPRINGS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Campus Mission Statement

In the belief that every child can learn, the Pecan Springs Elementary Learning Community is committed to providing a safe collaborative and enriching environment. We are dedicated to empowering students in a 21st Century Global Classroom. All stakeholders (i.e. staff, parents, students, and community) are accountable and share responsibility for student achievement.

Campus Motto

Soaring to excellence!

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Prioritized Focus Area #1

Prioritized Focus Area #1

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

This year, we have welcomed 8 new members to the Pecan Springs' Family. These individuals come with a range of expertise and varying backgrounds.

We want to continue fostering a safe learning environment that has a compelling and aligned vision, with goals and values that yield high expectations and addresses the needs of marginalized student populations.

How will the campus build capacity in this area? Who will you partner with?

We will articulate our vision (equity, literacy, high expectations, and inclusiveness) and work collaboratively with all stakeholders.

Community Partners help provide financial resources to help increase teacher self-care and appreciation (Rotarian Group and Mt. Sinai Baptist and Springdale Hill Neighborhood Association), support students in after-school activities that reinforce the school-wide culture (Andy Roddick Foundation), and increase students' motivation and inspiration during school breaks by providing STEM activity take-home kits (Andy Roddick Foundation).

How will you communicate these priorities to your stakeholders? How will create buy-in?

We will communicate these priorities to all stakeholders during faculty meetings, CAC, PLCs, Parent Engagement Meetings, weekly newsletters, social media handles, morning meetings, student check-ins, Student Council Meetings, and School Messenger.

We will create ownership by ensuring that the voices of all stakeholders are evident in the practices, & campus initiatives.

Desired Annual Outcome

Pecan Springs staff will utilize trauma-informed and/or research-based strategies and peace corners/safe places in all spaces. Students will be highly engaged and there will be a decrease of office referrals.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Peace corners/safe places will be utilized in all spaces (n=20). Baseline data will be collected on teachers' utilization of research-based strategies and student engagement.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Peace corners/safe places will be utilized in all spaces (n=20). All teachers will grow in their utilization of research-based strategies, when compared to Cycle 1. All teachers will increase their student engagement, when compared to Cycle 1.

Desired 90-day Outcome: Cycle 3 (March-May)

Peace corners/safe places will be utilized in all spaces (n=20). All teachers will grow in their utilization of research-based strategies, when compared to Cycles 1 and 2. All teachers will increase their student engagement, when compared to Cycles 1 and 2.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Barriers to Address During the Year

Barriers to address during the year: biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 1 (Sept-Nov)

Barriers to address during the year: COVID slide/learning, backlog of SPED referrals, intervention supports, biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 2 (Dec-Feb)

Barriers to address during the year: COVID slide/learning, backlog of SPED referrals, intervention supports, biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 3 (March-May)

Barriers to address during the year: COVID slide/learning, backlog of SPED referrals, intervention supports, biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TA

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DCSI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership" and will increase the campus's access to resources by connecting the campus with grant opportunities and partnerships. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 2 (Dec-Feb)

DCSI will provide regular coaching and feedback sessions and will support the data analysis and the response to data process. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DCSI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership" and will increase the campus's access to resources by connecting the campus with grant opportunities and partnerships. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 3 (March-May)

DCSI will provide regular coaching and feedback sessions and will support with analyzing and responding to data. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DCSI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Last year, our campus noticed significant growth when we made data informed decisions. It is our intent to continually improve in this area.

We want to use multiple forms of data that maximizes student growth, promotes a growth mindset, provide high quality instruction, and addresses the needs of our most marginalized student populations.

How will the campus build capacity in this area? Who will you partner with?

We intend to build capacity in this area by modeling how to disaggregate data, and use corrective instruction action planning process.

We will partner with Campus & District Accountability to help facilitate data analysis, tracking student performance over time, and facilitating professional learning on data-driven instruction (MAP Growth, MOY, and campus-created assessments).

How will you communicate these priorities to your stakeholders? How will create buy-in?

We will communicate these priorities to all stakeholders during faculty meetings, PLCs, CAC Meetings, ILT Meetings and Parent Coffees.

We will garner buy-in by working collaboratively with our school community.

Desired Annual Outcome

All teachers (PreK-5, n=14) will be able to independently run data from DMAC and/or MAP Growth and be intrinsically motivated to engage in data analysis to inform their teaching practice and provide customized support to students based on SE/skill mastery.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Baseline data will be collected with regards to teachers' skills and motivation to independently run and analyze student data.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Each teacher will grow in their comfort with analyzing data and their motivation to engage in data analysis on an ongoing basis.

Desired 90-day Outcome: Cycle 3 (March-May)

Each teacher will grow in their comfort with analyzing data and their motivation to engage in data analysis on an ongoing basis.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Barriers to Address During the Year

Barriers to address during the year: biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 1 (Sept-Nov)

Barriers to address during the year: COVID slide/learning, backlog of SPED referrals, intervention supports, biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 2 (Dec-Feb)

Barriers to address during the year: COVID slide/learning, backlog of SPED referrals, intervention supports, biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 3 (March-May)

Barriers to address during the year: COVID slide/learning, backlog of SPED referrals, intervention supports, biases, micro-aggressions, COVID-19 well being, lack of resources, parent involvement, connectivity, time management, changing mindsets to growth mindset, skillset of teachers/students/parents with technology, morale/climate, virtual-remote learning environment, student engagement/attendance, building school community virtually.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 2 (Dec-Feb)

DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department and, and professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. . The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 3 (March-May)

DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes, we met our Cycle 1 goals of collecting baseline data in order to inform future work on the TIP implementation. For Essential Action 3.1, 16 peace spaces have been established. CLT will work with remaining teacher to ensure they have the resources/training needed to establish their peace area by the end of January. For Essential Action 5.3, 2/14 teachers are ready to independently analyze data.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

NWEA does not provide STAAR Projected Proficiency for students who tested in Spanish on MAP Growth Reading and Math. As such, we cannot input Approaches, Meets, and Masters into our Student Data Worksheets for Cycle 1 Actual, because that data excludes our students who tested in Spanish. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

All action steps will continue into Cycle 2, with a few new ones added. See strategy section.

What new action steps do you need to add to the next cycle?

See strategy section.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

TBD

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

TBD

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

TBD

What new action steps do you need to add to the next cycle?

TBD

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

TBD

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

TBD

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

TBD

What new action steps do you need to add to the next cycle?

TBD

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

TBD

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

TBD

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

La Kesha Drinks

Date

10/20/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Andrea Williams

Date

10/20/2020

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Strengths, increase, and gaps closed (by grade levels, subjects, student groups, or languages) **for 2019-2020**: 52% of ALL students Meets on SC-1 Math; 36% of ALL Masters on SC-1Math; 60% of ALL SC-1 Reading; 43% of ALL on SC-1 Reading; 44% ALL MOY Math

2019-2020 TELL Survey: % My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis; % My principal encourages cooperation among faculty and staff toward improving student performance; % My principal has a clearly defined mission and vision for my school.

2019-2020 Student Climate Survey: % adults at this school listen to student ideas and opinions.
% my teachers are fair to everyone.

Strengths, increase, and gaps closed (by grade levels, subjects, student groups, or languages):
98% of parents feel: My involvement in my child's education is welcomed by campus administrators, counselors, and teachers.

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): % of Kinder students attaining goal on TKea; % of 1st & 2nd Grade AA, Hisp, & Dis reaching goal on ISIP; % of 5th grade students completing PBL; % of Hisp students meeting target for Reading; % of ELL meeting target in Reading;

Student Achievement Weaknesses

Weaknesses, increase, and gaps closed (by grade levels, subjects, student groups, or languages) **for 2019-2020**: % of ALL students meeting growth target in writing and science.

2019-2020 TELL Survey: % all campus staff accomplish their jobs with enthusiasm; % I participate with a group of my colleagues to develop common student assessments.

2019-2020 Student Climate Survey: % feel safe at my school; % students at my school are bullied; % at my school, some students are treated unfairly because of who they are.

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): 18% of staff completed customer service training; 53% on AISD Customer Service Evaluation; 56% the faculty and leadership have a shared vision; 56% my school is a good place to work and learn; 37% students at this school follow rules of conduct;

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Weaknesses, decreases, or existing gaps (by grade level, subjects, student groups, or languages): % of ALL students meeting growth targets in Reading & Math; % of AA meeting growth targets in reading & math; % of students meeting growth score in Reading & Math; % of Hisp meeting growth score in Reading & Math; % of ELLs meeting TELPAS Progress target; % of ALL students meeting target for Student Achievement; % AA meeting target for Student Achievement.

Student Achievement Needs

Pecan Springs Highest Priority Needs Assessment: The faculty and leadership have a shared vision; Overall, my school is a good place to work and learn; Students at this school follow rules of conduct; Behavioral Environment subscale (%favorable response); and Domain 3 Growth % targets (Reading and Math).

Student Achievement Summary

In summary, while the Pecan Springs Elementary Learning Community made significant progress last year, we recognize that there are still areas for growth. All stakeholders will continue to strive for excellence in all that we endeavor to do.

We will focus on the Levers stated and employ the strategies/key practices as outlined in the Effective Schools Framework.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

2019-2020 Data (TELL Survey: 94% Principal Leadership & Student Survey: 98% Teachers at this school care about their students; 88% I feel safe at my school).

We will remain at or above 90% on the TELL Survey for Principal Leadership as well as reach at a minimum 90% on Student Survey (Teachers at this school care about their students and I feel safe at my school).

School Culture and Climate Weaknesses

2019-2020 TELL Survey: 75% of staff feel that they participate with a group of colleagues to develop common assessments; 77% of staff feel that they participate with a group of colleagues to plan lessons and units together; 74% of staff feel that parents/guardians are influential decision makers in this school; 54% of staff feel that parents exert pressure to maintain high standards.

2019-2020 Student Climate: 67% of students like to come to school; 58% of students feel that teachers connect what they are doing to their lives outside of the classroom; 45% of students feel "students are treated unfairly because of who they are".

School Culture and Climate Needs

To continue to improve in this area, the Pecan Springs Learning Community needs CP & I training (for staff and students).

Comprehensive Needs Assessment

School Culture and Climate Summary

The Pecan Springs Learning Community will continue to employ strategies and techniques (trauma-informed strategies, wrap around services (such as CIS, & VIDA)to foster safe, and equitable experiences for staff and students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies

Staff Quality, Recruitment and Retention Strengths

69.9 % of staff members are minority and is above the district average; 27.8% of staff members have a master's degree (above the district average); 3.5 % of staff with a doctorate degree is above district average; 30.7 % of teachers with 11-20 years of experience.

The majority of campus vacancies were attributed to individuals relocating/moving.

Campus has a clear selection criteria, protocol, hiring and induction processes that are aligned to campus vision, and values, and goals.

Teacher placements are strategic based on student need and teacher strengths.

Grade-level and content-area teams have strong, supported teacher leaders.

Developing a list of preferred substitutes and are retained.

Staff Quality, Recruitment and Retention Weaknesses

18.6% of staff are males; 11.9 % of staff have more than 20 years of experience; 0% of staff are Pacific Islander and 0% of staff are American Indian.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

Staff's biases and ability is an area of concern.

Often times, vacancies are unfilled.

In the area of recruitment, Pecan Springs Elementary is still experiencing the stigma associated with school changes.

Staff Quality, Recruitment and Retention Needs

Our campus would benefit from resources to market the campus, and training (CP & I), and partnerships to ensure staff are well-supported.

Staff Quality, Recruitment and Retention Summary

Pecan Springs leadership is working diligently to retain effective, well-supported teachers. We have employed a system to strategically recruit, select, retain, and build the capacity of teachers to ensure all students have access to equitable opportunities and high-quality educators.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

Interaction with the staff improved: principal, AP, teachers, counselor, office staff, and teachers.

% of parents who feel welcome in child's education increasing.

Customer Service improved by 5 points.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

6/7 criterion increased for opportunities provided by the school
4/4 criterion School Climate increased
3/3 criterion for School and Community increased
57% of parents are interested in Academics

Family and Community Involvement Weaknesses

The number of participants on the Family Survey has declined from 254 in 2018 to 107 in 2020. The % of AA participation is lower than Hispanic.

The % of parents who complete the survey are mostly primary grade-level.

Barriers to participation: 44% of parents feel that events are not related to child's needs. 78% of parents feel that events are held during work hours

US Mail & in person are not the best methods to communicate with parents.

Family and Community Involvement Needs

Pecan Springs needs to be innovative to better partner and involve parents in school events as well as their child's academic.

Family and Community Involvement Summary

Parents, families, and community members are an integral part of Pecan Springs' success. For this reason, the learning community has been working diligently to foster positive relationships.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$180,005)		CTE Department (\$4,200)	

Pecan Springs Elementary School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. C1: Climate surveys are administered quarterly and include student and staff responses around key climate indicators. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 1,4)	All Staff, Assistant Principal, Principal	Nov, March, & May	(F)Title 1, Part A, (L)Campus BTO	Criteria: -Google Spreadsheet/Surveys -Office Referrals/Discipline Data 03/09/21 - Significant Progress 12/10/20 - Some Progress
2. Demonstrate and model high expectations for all students and use asset-based language in all interactions (staff-to-staff, staff-to-student, and student-to-student) around challenges, performances, and strategies that maximize student growth. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,4)	Administrators, Counselor, Grade Level Team, Instructional Leadership Team, Parent Support Specialist	Cycle 2	(F)Title 1, Part A, (L)Campus BTO	Criteria: Practices and policies are clearly articulated Artifacts in the hallway and classrooms reference practices and policies Walkthrough feedback Staff & Student celebrations/recognitions 03/09/21 - Some Progress
3. Engage all stakeholders (to include administrators, staff, parents, students and community members) in the creation and refinement of Pecan Springs' mission, vision, and values. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 4)	Administrative Team	Cycle 2 (Dec-Feb)	(F)Title 1, Part A, (L)Campus BTO	Criteria: Agendas Sign-in sheets Classroom and School wide routines, procedures, and policies 03/09/21 - No Progress

Pecan Springs Elementary School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments are aligned to TEKS with an emphasis on readiness standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Weekly PLCs will include review of trends from prior week walkthroughs, norms and expectations, celebration of accomplishments, review of prior week Verification of Mastery (VoM) from common assessments, discussion of individual student needs, review of the effectiveness of teaching strategies, and review of completed lesson plans for the next week.</p> <p>At least 1 administrator will be present for each PLC in grades 3-5 in semester 1. In semester 2, the Literacy and Math coaches will facilitate PLCs. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Grade Level Team, Instructional Coaches, Principal</p>	<p>March 2020-Ongoing</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: PLC schedule PLC agendas and meeting minutes VOM Lesson Plans</p> <p>03/09/21 - On Track 12/10/20 - On Track</p>
<p>2. PLCs meet weekly for 90 minutes. PLCs have clear expectations and will include time to make connections between data analysis, reteach plans, and appropriate instructional materials. PLCs follow the "plan/do/assess/reflect" collaboration cycle.</p> <p>Leadership team member assigned to each PLC monitors the non-negotiables. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Grade Level Team, Instructional Coaches, Principal</p>	<p>March 2020-Ongoing</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: PLC agenda & minutes Lesson plans (Reteach plans)</p> <p>03/09/21 - On Track 12/10/20 - On Track</p>
<p>3. Leadership team meeting will meet weekly in order to: share progress from PLCs, identify trends from walkthroughs, discuss social, emotional well-being of students, and analyze data from common assessments and benchmarks. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal, Counselor, Instructional Coaches, Librarian, Principal</p>	<p>May 2020-Ongoing</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: Leadership Meeting Agenda Minutes</p> <p>03/09/21 - On Track 12/10/20 - On Track</p>
<p>4. Curriculum, instruction, and assessments align to the Student Expectations (SEs) with an</p>	<p>Administrative Team, Grade Level Team, Instructional</p>	<p>September-Ongoing</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: Lesson Plans Instructional resources/materials</p>

Pecan Springs Elementary School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments are aligned to TEKS with an emphasis on readiness standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
emphasis on readiness standards. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,4)	Leadership Team, Instructional Specialists/Coaches			such as Imagine Language & Learning, Imagine Español, TANGMath.com, DreamBox, Open Court and Heggerty Assessments are provided by CLI and MAP Growth 03/09/21 - On Track 12/10/20 - Significant Progress

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Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All teachers use corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Strategic Priorities: 2,4)</p>	<p>Administrative Team, Grade Level Team, Instructional Leadership Team</p>	<p>September 2020-Ongoing</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: MAP Growth Data Responsive Planning includes intervention groups/targeted groups</p> <p>03/09/21 - On Track 12/10/20 - On Track</p>
<p>2. Students track progress toward measurable goals (Meets and Masters/on-grade level) to foster student ownership and goal setting.</p> <p>Staff will hold individual conferences with all students to set goals. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Strategic Priorities: 2,4)</p>	<p>Grade Level Team, Instructional Leadership Team, Students</p>	<p>October 2020-May 2021</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: Data Notebooks MAPGrowth/DreamBox/Imagine Language & Learning/Imagine Español data Artifacts in hallways MAP Growth student goal setting 1-5 (in classrooms)</p> <p>03/09/21 - On Track 12/10/20 - Significant Progress</p>
<p>3. Teachers track progress of individual students in order to close the achievement gap: students that would benefit from intervention and enrichment will be identified. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,3,4)</p>	<p>Administrative Team, Grade Level Team</p>	<p>October 2020-May 2021</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: MAP Growth Data Responsive Planning includes intervention groups/targeted groups</p> <p>03/09/21 - On Track 12/10/20 - On Track</p>

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Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with Austin Council PTA and Parent Engagement Office to establish a functioning PTA.	Assistant Principal, Parent Engagement Office, Parent Support Specialist, Parents, Principal	May 2020-Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Establishment of an active PTA
2. Establishment of an active PTA	Assistant Principal, Instructional Coaches, Principal	May 2020-Ongoing	(F)Title 1, Part A	Criteria: Sign-in Sheets
3. In collaboration with the Parent Engagement Office, parents will participate in Family as Partners to become champions. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Strategic Priorities: 4)	Assistant Principal, Parent Engagement Office, Parent Support Specialist, Principal	May 2020-Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Agenda Observation

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Goal 5. (Targeted Utilization Plan (TUP)) The Facility and Bond Advisory Committee (FABPAC) updates the Facility Master Plan (FMP) and also informs bond packages. The 2017 FMP established Targeted Utilization Plans (TUPs) as a way to increase facility utilization for campuses with patterns of declining enrollment. The FMP is updated every 2 years and the latest update is expected to go to the board for approval in June 2021. TUPs are recommended when enrollment is below 75% of the building's permanent capacity.

Objective 1. (Targeted Utilization Plan (TUP)) The goal of the Pecan Springs Elementary STEM Program is to redesign and reimagine our instructional practices (which include instruction, assessments) to ensure racial equity. By doing so, our scholars will: 1.) Be better prepared for future career opportunities2.) Have hands-on authentic learning experiences3.) Apply cross-curricular academic content as they solve real-world problems

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Market campus programming (2-way dual language, Andy Roddick, STEM) using a clear communication plan?</p> <p>Work with marketing specialist to create professional pamphlet/brochures for the campus. Personalized touch - set up tables at HEB and charter bus stops with marketing materials to combat the charter school approach. Have a presence at MLK event to recruit teachers and families.</p>				
<p>2. Recruit families from neighborhood apartment complexes to join the Pecan Springs family. In the Spring (once COVID numbers are reduced), the campus leadership team and marketing committee will conduct pop-up events at the neighborhood apartments. Plan a Spring Open House that takes advantage of outdoor learning spaces with STEM activities. Refer-a-friend program where current families who refer neighbors that are attending charter schools are entered into a drawing for a gift card.</p>				12/14/20 - Pending
<p>3. Project Lead the Way will be implemented during second semester. Will use campus BTO to buy an additional module. Each grade level will select 3 modules that are aligned to campus instructional vision.</p>			(L)CTE Department - \$4,200	12/14/20 - Some Progress
<p>4. Complete installation of Monarch Heroes butterfly garden. There is a committee of teachers heading this project. These spaces will be used to host prospective families while implementing social distancing and other health and safety guidelines.</p>	Administrators, Teachers	Spring		

Pecan Springs Elementary School

Goal 5. (Targeted Utilization Plan (TUP)) The Facility and Bond Advisory Committee (FABPAC) updates the Facility Master Plan (FMP) and also informs bond packages. The 2017 FMP established Targeted Utilization Plans (TUPs) as a way to increase facility utilization for campuses with patterns of declining enrollment. The FMP is updated every 2 years and the latest update is expected to go to the board for approval in June 2021. TUPs are recommended when enrollment is below 75% of the building's permanent capacity.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 5 outdoor learning spaces will be provided by the City of Austin Parks Foundation. AISD Outdoor Learning Specialist will provide professional learning in January to talk about the benefits of outdoor learning and share district resources, activity ideas, and best practices. These spaces will be used to host prospective families while implementing social distancing and other health and safety guidelines.	Administrators, Parent Support Specialist	Starting in December		Criteria: Photos and observation of campus grounds 12/14/20 - Significant Progress
6. Actively advertise one hour of free after-school care provided via Andy Roddick Foundation (K-5).	Administrators, Parent Support Specialist	Spring		
7. Leverage Friday enrichment clubs: art, dance, soccer, chess, coding, nature, and foreign language. Contact Rotarians Club to help mentor these clubs and their student leaders and support in the recruitment process.	Administrators	Spring		
8. Provide district transportation (pending approval) to support the recruitment of students to the 2-way Dual Language program and recapture lost enrollment due to transportation provided by charter schools.	Administrators	Spring semester		

Pecan Springs Elementary School

Goal 6. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 10/30/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 10/30/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 10/30/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/10/20 - Completed 10/30/20 - On Track
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 10/30/20 - Completed

Pecan Springs Elementary School

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 10/30/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 12/11/20 - Completed 11/10/20 - On Track
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/10/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/13/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 10/30/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Dimas, Jessica	Assistant Principal
Reynolds, Nancy	CAC Staff Co-Chair
Vega, Carolina	Teacher
Martinez, Carlos	Teacher
Reynolds, Mary	Community Member (Rotary)
Araujo, Consuelo	Parent
Garduno-Jaramillo, Cristina	Parent Support Specialist
Loera, Darrlyan	Parent
Drinks, La Kesha	DCSI
Spear, Suzanne	SpEd ECSE
McClure, Jenny	Community Member

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	60		MAP Growth	70		MOY Release	70		STAAR Release	70		70
		All	All	Reading	Meets	STAAR	32		MAP Growth	50		MOY Release	50		STAAR Release	50		50
		All	All	Reading	Masters	STAAR	18		MAP Growth	25		MOY Release	25		STAAR Release	25		25
		All	All	Mathematics	Approaches	STAAR	66		MAP Growth	78		MOY Release	78		STAAR Release	78		78
		All	All	Mathematics	Meets	STAAR	30		MAP Growth	50		MOY Release	50		STAAR Release	50		50
		All	All	Mathematics	Masters	STAAR	19		MAP Growth	20		MOY Release	20		STAAR Release	20		20
		All	All	Science	Approaches	STAAR	52		MAP Growth	70		MOY Release	70		STAAR Release	70		70
		All	All	Science	Meets	STAAR	34		MAP Growth	50		MOY Release	50		STAAR Release	50		50
		All	All	Science	Masters	STAAR	18		MAP Growth	25		MOY Release	25		STAAR Release	25		25
		All	All	Social Studies	Approaches	STAAR	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
		All	All	Social Studies	Meets	STAAR	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
		All	All	Social Studies	Masters	STAAR	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
		All	All	Writing	Approaches	STAAR	63		MAP Growth	70		MOY Release	70		STAAR Release	70		70
		All	All	Writing	Meets	STAAR	32		MAP Growth	50		MOY Release	50		STAAR Release	50		50
All	All	Writing	Masters	STAAR	8		MAP Growth	20		MOY Release	20		STAAR Release	20		20		
2. Domain 3 Focus 1	Focus 1 Components	All	All	Mathematics	Meets	STAAR	33		MAP Growth	50		MOY Release	50		STAAR Release	50		50
	(Choose two targets in the Academic Achievement or Focus 2 Components	All	All	Reading	Meets	STAAR	34		MAP Growth	50		MOY Release	50		STAAR Release	50		50
3. Domain 3 Focus 2	Focus 2 Components	All	AA	Reading	Meets	STAAR	24		MAP Growth	32		MOY Release	32		STAAR Release	32		32
	(Choose two targets in the Academic Achievement or	All	SpEd	All	Meets	STAAR	2		MAP Growth	23		MOY Release	23		STAAR Release	23		23
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	30		MAP Growth	36		MOY Release	36		STAAR Release	36		36