

PECAN SPRINGS EL

Pecan Springs Elementary 2021-2022 Targeted Improvement Plan 2021/2022

Soaring to Excellence!



PECAN SPRINGS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Andrea Williams
3100 Rogge Lane
512-414-4445
andrea.m.williams@austinisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 18

Date Approved:

12/8/2021

Campus Mission

In the belief that every child can grow into their best selves, the Pecan Springs Learning Community is committed to providing a caring, supportive & inclusive community of high expectations where scholars are empowered to become empathetic leaders, problem solvers, and critical thinkers.

Campus Vision

The Pecan Springs Elementary Learning Community will build cohesive and trusting relationships to prepare scholars for life-long experiences that positively impact the world.

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the Pecan Springs Learning Community will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. The voices at the table will represent the diversity of staff members (especially those of marginalized populations).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish and regularly utilize learning spaces (such as Eagles Sensory Room, Room (of curioSity, cOllaboration, creAtivity, & cRitical thinking) a place where Eagles SOAR, Outdoor Learning Classrooms, Outdoor Sensory Path, and Monarch Heroes Butterfly Garden) that are research-based and support state of the art instructional practices. (#7)	Beautification Committee, Community Partner, Technology Team	By end of school year		Criteria: Sign-up schedules, student work products, photos 10/13/21 - Some Progress
2. Develop a Pecan Springs' Compost Student Leadership Team who will be responsible for collecting compost from Breakfast in the Classroom.	Administrators, Cafeteria staff, Students, Teachers, Team Leaders	Ongoing		Criteria: Photos, weekly Compost Log (weights) 10/13/21 - Some Progress
3. Cultivate a sense of student ownership over physical activity and health activities during WOW time utilizing WOW kits/resources provided by P.E. teacher.	PE Teacher, Students, Teachers	Ongoing		Criteria: Master Schedule, Fitness Gram 10/13/21 - Significant Progress

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Objective 2. (Social and Emotional School Climate) By the end of SY 21-22, the campus will provide enrichment & engagement opportunities for all stakeholders in which the participation rate will increase by 5% and the satisfaction rate will be satisfied for all families of color.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build the capacity of parents, & caregivers (such as Parent Champions, model "Peace Area Travel Kits", GED Classes, Spanish Classes, Self-Care Class) to better support scholars in the school community as well as the home setting. (#5) (Title I SW Elements: 3.1)	Community Partner, Counselor, Parent Support Specialist, Principal	End of 4th Nine-Week Term		Criteria: Agendas, newsletters, photos 10/13/21 - Some Progress
2. To empower, and cultivate the gifts, talents, and interests of scholars in the school community, all activities and enrichment opportunities will be aligned with opportunities provided by partners such as Rotary Club of Austin, Monarch Heroes, Andy Roddick Foundation, WestCave, Partners for Education Agriculture and Sustainability and community members. (#2 and #5)	Administrators, Community Partner, Counselor, Office Staff, PTA, SEL Committee, Students, Teachers	ongoing		Criteria: Eagles Club Menu of Courses/Classes/Sessions, Eagles After-School Programming, photos, surveys, EAFK Assemblies, EAFK Service Club Meeting Agenda/photos 10/13/21 - Significant Progress
3. Host Literacy Family Night (in the Fall) and SEL Family Night (Spring). Ensure that the event is promoted ahead of time via all social media platforms of communication. (Title I SW Elements: 3.1)	Administrators, Librarian, Literacy Committee, Parent Support Specialist, SEL Committee	ongoing		Criteria: Agenda, flyers, social media, SMORE, and school messenger 10/13/21 - Some Progress
4. Conduct a campus-wide book study (Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta Hammond or How to Be an Antiracist by Ibram X. Kendi or Pathways to Greatness by Michelle Yzquierdo). Ensure all teachers and staff incorporate and/or apply at least (1) strategy/technique into their practice and in all interactions.(#1, #4, and #5)	Administrators, Librarian, SEL Committee, Teachers	Dec 2021 - Jan 2022		Criteria: Minutes, lesson plans, walk-through observations, surveys, Padlet reflections, Racial Auto-biographies 10/13/21 - Some Progress

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Family Engagement) In order to increase family engagement by 10% by the end of SY 21-22, 10 individuals of color will be recruited to actively participate in the decision making process related to their scholars' academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate culturally inclusive and responsive pedagogy and courageous conversations through the PTA, Principal Coffee, newsletters, website, and family nights.	Administrators, Campus Committees, Parent Support Specialist, Teachers	Ongoing		Criteria: Eagle SMORE Analytic, Staff highlights/students achievements and recognitions/class attendance/high expectations/student-centered instruction (photos), PLCs, anchor charts/criteria charts, Content Objectives, Language Objectives (with icons), and Success Criteria 10/17/21 - Some Progress
2. In communication to parents, information will be included about the importance of reading and continued reading at home. Strategies will also be modeled that can be used to execute these practices using culturally inclusive and responsive books.	Administrators, Librarian, Literacy Committee, Parent Support Specialist	Jan.-Feb. 2022		Criteria: Eagle SMORE Newsletter, Parent Coffee Sign-In Sheets, Agendas, Minutes 10/17/21 - Some Progress
3. Include parents (during CAC, Principal Coffee, & PTA Meetings) in culturally responsive book buying decisions for the school library. (Title I SW Elements: 3.1)	Administrators, CAC Members, Librarian, Parent Support Specialist, PTA	Ongoing		Criteria: Calendars, agendas, newsletters, sign-in sheets, surveys 10/13/21 - No Progress

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) By the 3rd Nine Weeks, classroom routines and instructional strategies that support Emergent Bilinguals will improve in 15 out 15 classrooms. Campus instructional leaders will conduct weekly walk throughs to monitor instructional practices and will meet weekly to make data-informed decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementations of expectations.	Administrators	Ongoing		Criteria: Walk-through Calendar, Frontline Observation Tool, Campus based observation tool 10/17/21 - Significant Progress
2. Three to five culturally proficient instructional strategies, classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms. (#1 and #4)	Administrators, Instructional Coaches, Teachers	Ongoing		Criteria: Lesson plans, walk-through feedback, teacher reflective journals, photos, PL agendas & minutes 10/17/21 - Significant Progress
3. Implement PLCs that support aligned, rigorous, relevant, and inclusive curriculum, instruction and assessment that centers on scholars' language, racial, and cultural identities. PLCs will also allow for collaborative planning, reflective learning, coaching, and mentoring. (#6)	Administrators, Instructional Coaches, Teachers, Team Leaders	Ongoing		Criteria: PLC Agenda, Minutes, student progress/data notebooks 10/17/21 - Significant Progress

PECAN SPRINGS EL

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) In order to foster a culture of data-driven instruction by SY 21-22, teachers will ensure student ownership, will use a corrective instruction action planning process, and will meet regularly in PLCs to analyze growth data, identify trends in students' misconceptions, determine the root cause as to why marginalized students may not have learned the concept, and create plans to reteach.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Scholars will utilize Data Notebooks/Lead4Ward Student Learning Reports to track progress toward measurable goals (i.e. attendance, fluency, Meets and Masters/On-grade level). Scholar progress will be visible in all classrooms and throughout the school to foster ownership and goal setting.	Administrators, Students, Teachers	Ongoing		Criteria: journals, Data Notebooks, photos of students work/samples 10/23/21 - Significant Progress
2. During Weekly Data Meetings (WDM), all teachers will deconstruct the standard (into knowledge and skills) and create exemplars. Teachers will identify the gaps and develop plans to reteach during the WIN Time.	Administrators, Instructional Coaches, Teachers	Ongoing		Criteria: Calendar, agendas, minutes, lesson plans, walk-throughs, teacher exemplars/student work samples 10/23/21 - Some Progress
3. Utilize Driven by Data 2.0 by Bambrick-Santoyo to build a culture of data-informed decision making. Staff will be trained and developed to have high expectations where student learning is a priority, instruction can thrive, and scholars can share ownership in their improvement. (#3)	Administrators, Instructional Coaches, Teachers	Ongoing		Criteria: Evidence: PLC Minutes, Leadership Minutes, Assessment Calendar, Interim Assessment Analysis Template, Student Data Notebooks & Student Reflection Templates 10/23/21 - No Progress

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 232 to 265 by December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Devise a tracking system that monitors when scholars withdraw, the reason, and which school they're going to attend.	Administrators, Office Staff, Parent Support Specialist, Registrar	Ongoing		Criteria: excel spreadsheet, surveys 10/19/21 - On Track
2. Provide bi-monthly student led school tours to bring in community and highlight successes and strengths.	Administrators, Students, Teachers	Ongoing		Criteria: social media, flyers, newsletters, agenda, sign-in sheets/attendance 10/19/21 - On Track
3. Post to social media at least daily to provide regular communication to campus communities.	Administrators	Ongoing		Criteria: Tweets/posts 10/19/21 - Some Progress

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will ensure impeccable customer service and will move from Developing to Meets Expectations on the Campus Website section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. (#4 & #5)	Administrators, Office Staff, Parent Support Specialist	Ongoing		Criteria: google surveys, CAC/TIP revisions, revised campus practices 10/21/21 - On Track
2. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained.	Campus Safety Committee	Ongoing		Criteria: photos 10/21/21 - On Track
3. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity safe, trauma-informed, welcoming, and inclusive school community that supports all stakeholders (students, families, and staff). (#4 and #5)	Administrators, Counselor, Teachers	Ongoing		Criteria: Climate and Culture Plan, discipline data, surveys 10/21/21 - On Track

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Goal 5. (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	Due 9/17		Criteria: Principal Attestation Form 09/17/21 - 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	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/17/21 - 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	Due 9/17		Criteria: Parent/Family School Compact 09/17/21 - 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 and 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	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/17/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 09/17/21 - Completed

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Goal 5. (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
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	Due 9/17		Criteria: Documentation of notice on school letterhead 09/17/21 - 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	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 09/17/21 - Completed
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.				09/17/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/17/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/17/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

PECAN SPRINGS EL Site Base

Name	Position
Williams, Andrea	Principal
Drinks, LaKeshia	Executive Director
Reynolds, Nancy	CAC-Staff
Araujo, Consuelo	CAC-Non Staff
Noria, Juana	CAC-Non Staff
Dimas, Jessica	Assistant Principal
Reynolds, Mary	Community-Rotary Club of Austin
McClure, Jenny	Community-ARF
Garduno-Jaramillo, Cristina	CAC-Staff

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions



Pecan Springs Early College Prep

...where we are soaring to excellence...

Andrea Williams, Principal

Jessica Dimas, Assistant Principal



TITLE I COMPLIANCE PACKET 2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- 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 documentation of Parent/Family Involvement Policy on your campus stationary)*
- 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 documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school 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. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- 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. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Pecan Springs El.

Campus Name

Andrea Williams

Principal's Signature

9.13.21

Date



Austin ISD Data Tracker - SY 21-22

Campus Name: Pecan Springs Elementary

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	44%	SCA 1	80%	58%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Reading	Meets	23%	SCA 1	50%	24%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Reading	Masters	7%	SCA 1	30%	13%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	53%	SCA 1	80%	67%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Math	Meets	29%	SCA 1	50%	44%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Math	Masters	14%	SCA 1	30%	35%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	33%	SCA 1	80%	52%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Science	Meets	13%	SCA 1	50%	20%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Science	Masters	4%	SCA 1	30%	12%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	17%	SCA 1	36%	31%	SCA 2	36%		SCA 3	36%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	36%	SCA 1	36%	17%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	41%	SCA 1	41%	36%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	37%	SCA 1	37%	45%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	23%	SCA 1	23%	0%	SCA 2	23%	0%	SCA 3	23%	0%	STAAR	29%
	3rd	All	Reading	Meets	27%	SCA 1	30%	20%	SCA 2	30%		SCA 3	30%		STAAR	30%
	3rd	All	Math	Meets	36%	SCA 1	40%	48%	SCA 2	40%		SCA 3	40%		STAAR	40%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
53	80	B	