

# Paloma Creek Elementary



Campus Improvement Plan 2016-17

# Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
  - 1: Student Achievement
  - 2: Student/Stakeholder Engagement
  - 3: Internal Processes
  - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

## Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

## Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

# Mission, Vision, and Values

## District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

## School Mission

Inspiring passionate learners

## School Vision

We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrates success.

## School Values

**Respect:** We will show respect to others and ourselves.

**Advocate for others:** We will advocate for the needs of our friends and ourselves.

**Creative Thinker:** We will create solutions to problems by thinking creatively and working collaboratively with others.

**Growth:** We will set personal goals to improve academically and behaviorally as we monitor our progress.

**Engaged Learner:** We will engage in meaningful learning opportunities and encourage our peers to learn with us.

**WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth by June of 2017.**

| Leads/Action Steps   | Person(s)  | Fund/\$/FTEs                              | TI10C | Evidence of Implementation  | Evidence of Impact   | Progress Monitoring  |
|--|--|---|-------|---|--|--|
| <p>Campus wide implementation of extended PLC (Professional Learning Community) weekly 90 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionist.<br/>*Addresses missed safeguard</p> | <p>Admin, Ken Williams, teachers, Math Int, Read Int, inclusion teachers</p>                 |   |       | <p>PLC Agendas, staff feedback, PLC binders, Student data monitored through A to Z, Cafe Daily 5 Pensive, ELI, KR, Standards Based Report Card Assessments, I-Station Reading, I-Station Math, and Think Through Math</p> | <p>Increase in student engagement and achievement of one year's growth</p> | <p>October<br/>November<br/>December<br/>January<br/>February<br/>March<br/>April<br/>May<br/>June</p> |
| <p>Math Elementary Curriculum Coordinator facilitate continued planning specifically in the area of problem solving utilizing Exemplars.<br/>*Addresses missed safeguard</p>   | <p>Curriculum, Exemplar Company, Admin, teachers, Math Int, Read Int, inclusion teachers</p> |   |       | <p>Lesson plans, teachers utilizing Exemplars to facilitate learning, and students growth in problem solving</p>  | <p>Increase in student engagement and achievement of one year's growth</p> | <p>October<br/>January<br/>April<br/>June</p>  |
| <p>Science Elementary Curriculum Coordinator will work closely with the STEM committee to support implementation of STEM practices throughout the campus.</p>  | <p>Curr Coord, STEM Committee Admin, teachers, Math Int Read Int, inclusion teachers</p>     |   |       | <p>STEM based learning activities in the classroom, Wonder Wednesday Clubs, Robotics Club, Maker- Space Club</p>  | <p>Increase in student engagement and achievement of one year's growth</p> | <p>October<br/>January<br/>April<br/>June</p>  |
| <p>Provide small group targeted math instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups.<br/>*Addresses missed safeguard</p>   | <p>Special Education Teachers, Math Int Special Education Teachers, Read Int</p>             | <p>SCE:<br/>\$60,000.00<br/>FTEs: 1.0</p> |       | <p>3-5 TTM Progress monitoring reports<br/>K-5 I-Station Math progress monitoring reports</p>   | <p>Increase in student engagement and achievement of one year's growth</p> | <p>October<br/>November<br/>December<br/>January<br/>February<br/>March<br/>April<br/>May</p>          |

**WIG 1: Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth by June of 2017.**

| Leads/Action Steps   | Person(s)                           | Fund/\$/FTEs                  | TI10C | Evidence of Implementation  | Evidence of Impact  | Progress Monitoring                 |
|--|-------------------------------------|-------------------------------|-------|---|---|-------------------------------------|
| Provide small group targeted reading instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups<br>*Addresses missed safeguard | Recovery Teacher and Read Int       | SCE:<br>\$30,000<br>FTEs: 0.5 |       | K-5 I-Station Reading progress monitoring reports<br>K-2 ELI data | Increase in student engagement and achievement of one year's growth | June                                |
| Provide New Teacher Mentoring Program to foster growth and development of new teachers and best practice teaching strategies.  | Admin new teachers, mentor teachers |                               |       | Observation Feedback, monthly agenda, walkthrough data            | Increase in student engagement and achievement of one year's growth | October<br>January<br>April<br>June |

**WIG 2: Paloma Creek Elementary will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June of 2017.**

| Leads/Action Steps   | Person(s)   | Fund/\$/FTEs | TI10C | Evidence of Implementation  | Evidence of Impact  | Progress Monitoring                 |
|--|---|--------------|-------|---|---|-------------------------------------|
| Campus wide implementation of CHAMPs in common areas and the classroom   | Admin, teaching staff, team leaders, District Trainers  |              |       | CHAMPs common areas handbook developed by committees<br>Observation, data, feedback   | Increase in student engagement and achievement of minimum one year's growth | October<br>January<br>April<br>June |
| Continue development of mentoring program for students at-risk behaviorally  | Volunteer base including: grandparents, parents and Navo Student Council, Special Areas Lunch Clubs |              |       | Mentoring Plan Developed, Clubs during the school day and after school<br>Observation, data, feedback                                       | Increase in student engagement and achievement of minimum one year's growth | October<br>January<br>April<br>June |
| Develop parenting classes utilizing Love and Logic   | Admin, counselor, community partner -Crossways Church   |              |       | Parent attendance, Student-created fliers, video clip advertisements on social media, info for teachers at staff meeting (and invite staff) | Increase in parent partnerships between parents, students, and staff        | October<br>January<br>April<br>June |
| Develop and implement Target Binders for students to communicate their learning in core content areas such as English Language Arts, Math, Science, and Social Studies.  | Admin, teachers, students   |              |       | Target Binders, students communication about their learning   | Increase in student engagement and achievement of minimum one year's growth | October<br>January<br>April<br>June |
| Student participation in extracurricular programs such as:<br>Pride Choir, Honor Choir, & Orchestra<br>5th Grade Student Council, 4th Grade School Ambassadors<br>3rd Grade Public Relations Media Group (announcements and other media) | Admin, music teacher, orchestra teacher, counselor, librarian,                                      |              |       | performances, participation   | feedback, observation   | October<br>January<br>April<br>June |



**WIG 2: Paloma Creek Elementary will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June of 2017.**

| Leads/Action Steps  | Person(s)   | Fund/\$/FTEs              | T110C | Evidence of Implementation  | Evidence of Impact                           | Progress Monitoring                 |
|---|---|---------------------------|-------|---|--|-------------------------------------|
| Robotics, Maker Space, Art Club, PE Club, Book Club, Lunch Clubs, Chess Club, Science Club, Culinary Club Recycling Club  | PTA, EXPO teacher, community volunteers, students |                           |       |   |  |                                     |
| Increase in PTA membership from 145 to 200 memberships including 100% staff memberships   | PTA board, Admin                                  |                           |       | PTA Membership  | Increase in parent involvement               | October<br>January<br>April<br>June |
| StrengthsFinders for staff and Strengths Finders/Explorers for 4th. Grade Students  | Admin, Strengths Finders Trainers, teachers       | Strengths Academy \$1,805 |       | Top 5 strengths nameplates displayed for staff; staff leveraging strengths of team members in planning, student completion of Strength Finders Explorer activities weekly, increase in student engagement | Increase in student and teacher engagement   | October<br>January<br>April<br>June |
| Increase communication between home and school via monthly campus newsletters, bi-monthly grade level newsletters, social media live streaming of morning announcements, social media shout outs, website, phone blasts and email blasts<br>Note: Addresses communitywide survey need for improvement | Admin, teachers, support staff                    |                           |       | S'more newsletters, updated website, Facebook status posts, Facebook live streaming morning announcements   | Increase in parent and community involvement | October<br>January<br>April<br>June |





## Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

### Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

Standards Based Curriculum Resources and Materials  
Scope and Sequence; Pacing Guides  
UbD Units of Study  
Lesson Study/Delivery Process  
Class, School and Special Program Schedules  
Assessments

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

| <b>Strengths...</b>  | <b>Needs...</b>  |
|--|--|
| 91% of teachers find formative assessments are beneficial in determining student progress<br>41% of teachers who use ELI find it useful in determining student progress and how to plan for future lessons<br>Staff has grown in the ability to use different types of informal formative assessments in the classroom | Additional staff development and practice in the lesson planning cycle of UbD units of study; creating common formative assessments, and providing intervention based on the data.<br>K-5 I-Station Reading<br>K-5 I-Station Math<br>STEM Resources<br>Vertical alignment in mathematics<br>Exemplar Problem Solving Resources |

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

More staff development on creating formative assessments that will build toward the district report card assessments.  
Allow more opportunities for campus coaching to increase confidence in creating formative assessments.



## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

### Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

## Data Sources Reviewed

*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt*

### List the actual data sources reviewed below...

|  |
|--|
| Enrollment<br>Attendance<br>Ethnicity<br>Special Program Participation<br>At-Risk Category |
|--|

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths...   | Needs...  |
|--|---|
| Increase in identifying students who qualify for EXPO<br>Increase in accurately identifying students who qualify for Dyslexia and or Special Education Services<br>Special Education population reflects campus enrollment<br>Math Interventionist<br>Reading Interventionist<br>ESL Interventionist | Data shows a need for a campus based math coach |

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Paloma Creek would benefit from having a campus based math coach. We share one math coach between all of the non-title elementary campuses.



## Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

### Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

|   |
|---|
| Family and Community Participation Counts by Type of Activity<br>Parent Volunteer Information<br>Parent Evaluation and Feedback |
|---|

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

| <b>Strengths...</b>  | <b>Needs...</b>   |
|--|---|
| Multiple events are offered for the community such as Fine Arts Night, Curriculum Nights, Choir Concerts, Student Council projects to give back to the community | STEM nights for families<br>Program to increase involvement of dads |

**Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Paloma Creek will provide more hands-on engaging STEM activities for parents to do with their children at school. We will also implement a program such as Watch Dogs or All Pro Dads to increase the involvement of dad/dad figures in the educational experience.





## School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

### Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

## Data Sources Reviewed

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

### List the actual data sources reviewed below...

|  |
|--|
| Survey of K-5 classroom teachers<br>Master Schedule<br>Leadership: Formal and Informal<br>Communication: Formal and Informal |
|--|

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths...  | Needs...   |
|---|--|
| <ul style="list-style-type: none"> <li>● Master schedule provides protected time for 120 minutes of ELA instruction in all grade levels.</li> <li>● Adequate intervention time designated for poorly performing students</li> </ul> | <ul style="list-style-type: none"> <li>● Schedule special education support more efficiently</li> <li>● Push in for math and reading intervention support</li> <li>● Revise master schedule to accommodate more time for math instruction</li> <li>● Consistent communication of student progress in all grade levels</li> </ul> |

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

|   |
|---|
| <p>Reduce the amount of time students are out of class for interventions by creating a master schedule allowing math and reading intervention to occur inside the classroom.</p> <p>Update the master schedule to increase the amount of time for math instruction from 60 minutes daily to 90 minutes daily.</p> <p>Communicate student progress with students and parents consistently.</p> |
|---|



## School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

### Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

## Data Sources Reviewed

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

### List the actual data sources reviewed below...

|   |
|---|
| Student survey<br>Student Gallup Poll participation (5th grade only)<br>Staff survey<br>List of students in school-related activities<br>List of student tardies and absences |
|---|

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

| <b>Strengths...</b>   | <b>Needs...</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>● Students feel safe at school</li> <li>● Students feel adults at school care about them</li> <li>● Majority of 5th-grade students feel “engaged” in school (68%)</li> <li>● Consistent data through grade-levels</li> <li>● Students involved in school-related activities/clubs have fewer to no office referral for behavior</li> <li>● We offer several school-related activities for students (Choir, Art Club, Instrument Club, MakerSpace, PE Lunch Club, Book Club, Library Helpers)</li> <li>● Majority of staff members feel supported by colleagues and administration</li> </ul> | <ul style="list-style-type: none"> <li>● Only 51% of our 5th-grade students feel hopeful about their future</li> <li>● Students seem to feel they don’t know how to work through issues (or find different solutions to their problems)</li> <li>● Although we have several club available for student, we need more of a variety. (Runner’s Club, Technology Club)</li> <li>● Need activities/clubs offered for students in K-2</li> <li>● While it’s a relatively small number, some staff members do not feel valued by colleagues and/or administration, in their “role” at school</li> </ul> |

**Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

According to our collective data, our school could endeavor to create more school-related activities/clubs for all students, but specifically include Kinder through 2nd grade students. In addition, we need to work toward building better relationships with not only our student population, but our parents as well. This will help foster a stronger foundation for emotional security which should increase feelings of hope and engagement. To help staff feel more supported by their colleagues, teams should have time together, off-campus, to build stronger and better relationships (such as team breakfasts or lunches).





## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey*

### List the actual data sources reviewed below...

|   |
|---|
| Survey mentor and mentee teachers<br>Staff Effectiveness in relation to Student Performance<br>Recruitment and Retention Strategies |
|---|

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

| <b>Strengths...</b>  | <b>Needs...</b>   |
|--|---|
| <ul style="list-style-type: none"><li>-Model teaching for new teachers</li><li>-Committed mentors willing to donate time</li><li>-Mentors who want to mentor are more successful</li></ul> | <ul style="list-style-type: none"><li>-Need job descriptions (expectations)</li><li>-Time built in to meet</li><li>-Opportunities to observe other teachers</li></ul> |

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

|   |
|---|
| <ul style="list-style-type: none"><li>-Mentors that volunteer to help</li><li>-need clear expectations for the mentor and mentee (job descriptions)</li><li>-it would be nice to have time built in for the two to meet, or class coverage for mentors to meet with mentee because of the already busy schedule.</li><li>-Wished to have chances to observe each other to get ideas and feedback.</li></ul> |
|---|



## Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

### Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

## Data Sources Reviewed

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt*

### List the actual data sources reviewed below...

|  |
|--|
| ELI, Kathy Richardson, STAAR Simulation and Grade Level Benchmark Assessment, Teacher Surveys, State Assessment Data |
|--|

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*



Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths...   | Needs...   |
|--|--|
| <ul style="list-style-type: none"> <li>-Flexible Interventionists</li> <li>-Students who need extra intervention are being identified early</li> <li>-All students are receiving intervention across the RTI Pyramid.</li> </ul> | <ul style="list-style-type: none"> <li>-Time restraints during intervention programs</li> <li>-Not enough Intervention Specialists on campus</li> <li>-Campus based math coach</li> <li>-Additional materials for math instruction and intervention</li> </ul> |

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our campus needs a more systematic approach for closing the gaps in mathematics across all grade levels. We need to be vertically aligned. Additional staff development and materials are also needed.



## Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

### Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

## Data Sources Reviewed

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown*

### List the actual data sources reviewed below...

|   |
|---|
| Survey of staff members<br>BrightBytes Survey<br>Resource Allocations |
|---|

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

| Strengths...  | Needs...  |
|---|---|
| <ul style="list-style-type: none"> <li>● Supporting Math and Reading Instruction</li> <li>● Increases student engagement</li> <li>● Helps to promote student research, formative assessments, and academic progress.</li> <li>● 21 out of 33 teachers are satisfied with technology at Paloma Creek and are able to utilize it regularly</li> </ul> | <ul style="list-style-type: none"> <li>● Technology training based upon staff comfort level</li> <li>● Technology training on apps and software</li> <li>● More technology               <ul style="list-style-type: none"> <li>○ Interactive Projectors</li> <li>○ Smart boards</li> </ul> </li> </ul> |

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

|  |
|--|
| <p>Ongoing training is needed for staff members specifically with the features of Google Apps.<br/>Interactive projectors/Smart boards</p> |
|--|



## Summary of Priority Needs

### Demographics...

Paloma Creek would benefit from having a campus based math coach. We share one math coach between all of the non-title elementary campuses.

### Student Achievement...

Our campus needs a more systematic approach for closing the gaps in mathematics across all grade levels. We need to be vertically aligned. Additional staff development and materials are also needed.

### School Culture and Climate...

According to our collective data, our school could endeavor to create more school-related activities/clubs for all students, but specifically include Kinder through 2nd grade students. In addition, we need to work toward building better relationships with not only our student population, but our parents as well. This will help foster a stronger foundation for emotional security which should increase feelings of hope and engagement. To help staff feel more supported by their colleagues, teams should have time together, off-campus, to build stronger and better relationships (such as team breakfasts or lunches).

### Staff Quality, Recruitment and Retention...

Survey mentor and mentee teachers  
Staff Effectiveness in relation to Student Performance  
Recruitment and Retention Strategies

### **Curriculum, Instruction, and Assessment...**

More staff development on creating formative assessments that will build toward the district report card assessments.

Allow more opportunities for campus coaching to increase confidence in creating formative assessments.

### **Family and Community Involvement...**

Paloma Creek will provide more hands-on engaging STEM activities for parents to do with their children at school. We will also implement a program such as Watch Dogs or All Pro Dads to increase the involvement of dad/dad figures in the educational experience.

### **School Context and Organization...**

Reduce the amount of time students are out of class for interventions by creating a master schedule allowing math and reading intervention to occur inside the classroom.

Update the master schedule to increase the amount of time for math instruction from 60 minutes daily to 90 minutes daily.

Communicate student progress with students and parents consistently.

### **Technology...**

Ongoing training is needed for staff members specifically with the features of Google Apps.

Interactive projectors/Smart boards

# Campus Leadership Team (CLT)

## CLT Members

| Role                                      | Name                 |
|---|----------------------|
| Teacher                                   | Mark Stein           |
| Teacher                                   | Amanda Shivers       |
| Teacher                                   | Carolyn Stringfellow |
| Teacher                                   | Kristine Daniel      |
| Teacher                                   | Jana Witherspoon     |
| Teacher                                   | Kevin Murphy         |
| Teacher                                   | Jennifer McLarty     |
| Campus-Based Nonteaching Professional     | Dana Juden           |
| Campus-Based Para or Operations Staff Rep | Lisa Stafford        |
| District-Level Professional               | Kathy Morrison       |
| Parent Rep                                | Nicki Rodgers        |
| Parent Rep                                |                      |
| Community Rep                             | Jeff Booker          |
| Community Rep                             |                      |
| Business Rep                              |                      |
| Business Rep                              |                      |

## CLT Meeting Date(s), Time(s), and Location(s)

| Date               | Time                 | Location             |
|--------------------|----------------------|----------------------|
| September 14, 2016 | 3:10 p.m.- 4:10 p.m. | Paloma Creek Library |
| November 17, 2016  | 3:10 p.m.- 4:10 p.m. | Paloma Creek Library |
| January 19, 2017   | 3:10 p.m.- 4:10 p.m. | Paloma Creek Library |
| April 13, 2017     | 3:10 p.m.- 4:10 p.m. | Paloma Creek Library |
| May 18, 2017       | 3:10 p.m.- 4:10 p.m. | Paloma Creek Library |