

# Schertz-Cibolo Universal City Independent School District

## Norma J. Paschal Elementary

### 2022-2023 Campus Improvement Plan

Accountability Rating: C



**NORMA J. PASCHAL**  
ELEMENTARY SCHOOL

# Mission Statement

Paschal Elementary provides a positive learning environment in which every child can reach their fullest potential in all areas.

## Vision

Call To Action:

Through high quality and student-centered learning experiences, students will leave SCUC confident, empowered, and prepared with the skills to pursue their individual passions.

## Core Beliefs

We believe:

- \* Education is a partnership between students, parents, staff and community members.
- \* All student have the capacity to learn and are most successful when provided a wide range of tools, methods and opportunites to learn and collaborate.
- \* Acceptance, safety, inclusiveness, and mutual respect are critical and directly impact the ability to support and education students.
- \* Student success requires a balance of academic and social-emotional needs being met.
- \* Education is a pathway to equip students with the skills to be prepared for each stage of life.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Norma J. Paschal Elementary school is a PreKindergarten through 4th grade campus that opened in 2003 and is located at 590 Savannah Drive in Schertz, Texas. Paschal Elementary currently has 602 enrolled students. We are the home of the Patriots! And our school colors are Red, White and Blue.

Below is the student demographic breakdown for our campus according to the Texas Academic Performance Report (TAPR):

### Ethnic Distribution Percentage

American Indian 0.3%

Asian 1.1%

Pacific Islander 0.0%

African American 4.3%

Hispanic 41%

White 46.9%

Two or More Races 6.4%

21.7% of the campus' students are economically disadvantaged.

2.0% are English language learners.

10.2% are at risk students.

11.7% are Special Education.

12.6% are Mobility Students

### Staff Information

Professional Staff 47

17.7% of our staff have 0-10 Years Experience.

51.9% of our staff have 11-20 Years Experience.

30.4% of our staff have over 20 years Experience.

Attendance percentage for 2021-2022 was 94.6%.

### **Demographics Strengths**

Paschal Elementary is an established PreK- 4th grade campus. We have very dedicated teachers and staff. Throughout the years our campus has maintained consistent enrollment with a strong military connection. Our students indicate on the student survey they are happy to come to school and like learning at Paschal Elementary.

Our parents and community are involved and supportive of our efforts to help make our students Future Ready! Our PTC (Parent Teacher Club) is very supportive and has funded over \$10,000 in grants to our staff to be used in the classrooms with our students.

Overall attendance by week for the 2021-2022 school year was 94.6% which was the highest in the district out of all the schools in SCUC.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Paschal Elementary is not projected to meet the attendance percentage of 97% due to past trends and the COVID-19 pandemic. **Root Cause:** Paschal Elementary is overcoming challenges of students being out for a variety of different reasons to include COVID-19.

# Student Learning

## Student Learning Summary

The data for the 2021-2022 STAAR scores reveals Paschal Elementary "Met Standard" with an Overall Rating of a C with a score of 78. We met Student Achievement with a score of 82. For Domain 2, the Student Progress score was 63 and the Closing the Gaps score was 69. There were no distinctions earned.

Spring 2022 STAAR data indicates the following percentages by subject and grade level for our campus with the comparison to the SCUC district averages.

	Campus			District		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Grade 3 Reading	83%	56%	40%	78%	48%	28%
Grade 3 Math	70%	36%	16%	69%	36%	14%
Grade 4 Reading	85%	58%	30%	76%	48%	23%
Grade 4 Math	79%	55%	30%	57%	26%	18%

## Student Learning Strengths

Since Paschal has opened, our students have been relatively successful on State Standardized tests and other District Assessments. Our parents are involved in their children's education, and contribute to our students' success.

For the Spring 2022 STAAR scores in all subjects and grade levels, Paschal Elementary students scored above the District average with the exception of those students who scored Masters in 3rd grade Math being at the District average.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The academic needs of our students are becoming increasingly diverse. **Root Cause:** Teachers are continuing to learn how to target students individual needs, especially for those students who are performing below grade level.

# School Processes & Programs

## School Processes & Programs Summary

Each grade level team meets weekly as a Professional Learning Committee weekly during planning time. When they meet the focus on the following:

The three big ideas of a PLC are to 1) focus on learning, 2) build a collaborative culture, and 3) focus on results. Additionally, PLCs answer the following critical questions in their collaborative commitment to ensuring high levels of learning for all students:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Ultimately, answering these questions consistently during the collaborative planning process leads to a greater depth of understanding for teachers, and more importantly, students. Ensuring that the Instructional Core (i.e. how teachers and students interacting with the required content) is strong leads to higher levels of learning for all.

Additionally, Paschal Elementary has 3 leadership teams in the current school year to address campus needs.

Each of these teams will work in collaboration to drive the strategic actions outlined in our campus improvement plan.

The Instructional Leadership Team, Operational Leadership Team & Campus Student Success Team - Meet Monthly

Admin/Counseling & Frontline (Registrar, Receptionist, Secretary, Nurse) - Meet Weekly

## School Processes & Programs Strengths

Each team is working toward common commitments to achieve the campus goals.

When working as PLCs (Professional Learning Communities) teachers are focused on the 3 Big Ideas as well as the 4 essential questions. The teacher collaborates when planning instruction with the foundation of all planning beginning with use of the SCUC ISD Focused Planning Guides (FPGs) and creating common assessments (summative assessments). These two components help collaborative teams answer the first two questions that are critical to the work of a Professional Learning Community, and have helped teachers to become more focused on ensuring that all students are working towards proficiency or better in their grade level content.

Additionally, each grade level team has been collaborating to create more frequent smaller assessments to gauge students' understanding of the skills being taught more frequently. Teachers are also utilizing data from the NWEA MAP assessment to determine what skills students are "ready to develop" and utilizing small group instruction to meet those students individual needs to ensure all students make at least one year of growth.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Answering Question 3 from above "What do we do if they don't learn it? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?" continues to be a focus especially in the area of Math. **Root Cause:** The MTSS process is still being refined on our campus to ensure we are meeting the needs of ALL students with the appropriate resources to ensure academic growth. Edit Associated Areas



# Perceptions

## Perceptions Summary

### District Parent Survey 2022 Results:

#### Strengths

- Families feel treated with respect and feel welcomed by teachers, staff, and other students
- School is a safe environment for the child to learn
- would recommend the school to other parents and proud to say their child attends this school
- principal is approachable and reachable

#### Opportunities for improvement:

- GT program
- Regularly receive feedback from staff on how well child is learning
- school rules/discipline plans are enforced consistently

### 3rd and 4th Grade Student Survey 2022 Results:

#### Strengths:

- 86.5% of students agree or strongly agree that learning is a priority, with 81.12% of students agree or strongly agree that they feel challenged to think
- 72.77% of students agree or strongly agree that their teacher cares about them, with 96.12% of students agree or strongly agree that the principal is a good leader
- 79.82% of students agree or strongly agree that their teacher provides feedback on doing good work and having good behavior
- 82.25% of students agree or strongly agree that they know how to get help when they have a problem

#### The opportunities for improvement include:

- 51.52% of students agree or strongly agree that students show respect toward each other, with 61.43% of students agree or strongly agree that they feel safe riding the bus
- 55.84% of students agree or strongly agree that teachers ask students how they learn best
- 64.81% of students agree or strongly agree that they set goals and track their progress

## **Energage Staff Survey 2022**

### **Strengths:**

- Campus admin help me learn and grow
- Campus admin care about my concerns

### **The opportunities for improvement include:**

- all stakeholders feeling heard
- sharing the why behind all district initiatives

### **Perceptions Strengths**

The common themes throughout the comments from the Parent survey includes praise for individual teachers and staff by name, high level of communication and support from teachers and staff and a caring and friendly staff.

Students feel their learning is important and they feel challenged. They feel their teachers care about them. They enjoy being at school and feel the principal is a good leader.

Overall staff feel like they are part of something meaningful and dedicated to our school and students.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents would like to see more frequent feedback regarding their student's academic progress. **Root Cause:** When teachers provide feedback to students, it is not always shared with the parents. Teachers are working to be more intentional about sharing progress with the parent in addition to the student. Edit Associated Areas





**Problem Statement 2:** Students do not feel that students show respect to each other at the school. **Root Cause:** Students need more opportunities to learn how to treat others with respect and develop age appropriate strategies when they are faced with a problem.

# Priority Problem Statements

# Goals

**Goal 1:** We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.





**Performance Objective 1:** Expand campus procedures, protocols, and practices to establish supportive, successful community partnerships.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Paschal staff will utilize the CIS Site Coordinator to support students and families in their academic, behavioral and wellness growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be provided assistance with community support resources.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Administration All Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Partnership and collaboration with PTC across the campus for student engagement</p> <p><b>Strategy's Expected Result/Impact:</b> increased parent involvement in PTC increased attendance at educational events in partnership with PTC</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

**Performance Objective 1:** Develop and promote opportunities for students to be engaged in and beyond the classroom.





**Evaluation Data Sources:** Panorama

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in Leadership roles to include the Kindness Crew, Principals' Advisory, Safety Patrol and more.  <b>Strategy's Expected Result/Impact:</b> Students will be able to choose roles that provide exposure to and reinforce their passions.  <b>Staff Responsible for Monitoring:</b> All Staff Administration   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be provided opportunities to participate in clubs (Wellness Club, Show Choir, Orff, Kindness Crew, Principal Advisory, Art Club, etc.)  <b>Strategy's Expected Result/Impact:</b> Students will find and pursue their individual passions.  <b>Staff Responsible for Monitoring:</b> Staff Sponsors Administration   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be given choice boards, when possible, to show mastery of previously taught concepts.  <b>Strategy's Expected Result/Impact:</b> Student created products, used to show mastery of a given topic, will highlight each student passion and preferred method of learning.  <b>Staff Responsible for Monitoring:</b> All staff Administration   <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** We will foster positive morale with support systems for students and staff.

**Performance Objective 1:** Promote social opportunities for student engagement.





**Evaluation Data Sources:** Panorama- Grit and Perseverance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in Guidance lessons and minute meetings with the counselor to improve student engagement.  <b>Strategy's Expected Result/Impact:</b> Panorama data will show an increase in students showing respect toward others.  <b>Staff Responsible for Monitoring:</b> Counselor                      All Staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Principal will use Advisory Council to focus on questions directly related to Student survey in areas of opportunities for improvement. (e.g., lunch chats, student panels, student advisory/council)  <b>Strategy's Expected Result/Impact:</b> Student voice will foster change within campus to meet the need of all students  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize opportunities to showcase student work, student successes, and clubs/organizations monthly via social media and other media outlets (e.g., campus newsletters)  <b>Strategy's Expected Result/Impact:</b> Increased student sense of belonging.  <b>Staff Responsible for Monitoring:</b> Administration                      Counselor                      All staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** We will foster positive morale with support systems for students and staff.

**Performance Objective 2:** Promote opportunities for staff engagement.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lever 1: Strong School Leadership and Planning. All instructional leaders will use consistent written protocols and processes to lead their grade level or other area of responsibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding, engagement and sense of belonging.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional leaders</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Leadership Team and Operational Leadership Team members will share staff information from their team during meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel their ideas are heard and valued.</p> <p><b>Staff Responsible for Monitoring:</b> Administration ILT and OLT team leads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Paraprofessionals will participate in a weekly Monday Morning check-ins.</p> <p><b>Strategy's Expected Result/Impact:</b> Paraprofessionals will feel included in the decision making process throughout the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Paraprofessionals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Lever 4: High- Quality Instructional Materials and Assessments. Teachers in weekly PLCs will frequently review how they use, internalize and modify lesson plans to ensure alignment to the scope and sequence, the standards and the expected level of rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will engage in daily TEKS aligned learning at appropriate level of rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Leaders Classroom Teachers</p>	Formative		
	Oct	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 4:** We will provide timely, consistent, and transparent communication.





**Performance Objective 1:** Align campus communication methods both internally and externally

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide frequent communication to both staff and parents via newsletter, dojo, Social media, Blackboard Messages etc.  <b>Strategy's Expected Result/Impact:</b> Increased knowledge and understanding of campus events and activities.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and market the clubs offered through campus communication  <b>Strategy's Expected Result/Impact:</b> Increased understanding among students and parents about club offerings on campus  <b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** We will continually build a culture that promotes trusting relationships and mutual respect.

**Performance Objective 1:** Paschal Elementary will show an increased trajectory in Panorama results regarding Student- Teacher Relationships, Sense of Belonging, and School Safety.

**Evaluation Data Sources:** Panorama Survey





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Role Playing, Social Skills, and guidance lessons will help students recognize appropriate and inappropriate interactions that communicate respect with all stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> Students will positively respond to questions related to students treating others with respect.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor All Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Daily Schoolwide SEL lessons will focus on valuing others, showing respect, and communication needed to build relationships and foster a sense of belonging.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will treat others with respect as well as identify when others show respect. Students will feel a sense of belonging.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

**Performance Objective 1:** 78% of 3rd graders will met projected growth on the NWEA MAP assessment for Reading by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** MAP growth data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lever 5: Effective Instruction, Essential Action 5.1 : 100 % of all classroom teachers will participate in training and ongoing support so that teachers effectively use high-quality instructional materials and research- based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students. This will include a focus on small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make growth in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Leaders All classroom teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development designed to help all K-8 Literacy teachers to be proficient in pulling, reading, and using specific MAP reports to plan instruction that allows all students to grow.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth as evidenced by MAP Growth scores, increased student achievement in reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 6:** We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

**Performance Objective 2:** 79% of 3rd graders will meet projected growth on the NWEA MAP assessment for Math by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** MAP growth data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lever 5: Effective Instruction, Essential Action 5.1 : 100 % of all classroom teachers will participate in training and ongoing support so that teachers effectively use high-quality instructional materials and research- based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for all students. This will include a focus on small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Leaders All classroom teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development designed to meet campus needs, in the delivery of Add + Vantage Math Recovery math diagnostics to identify content gaps and implementing Math Recovery Research Based Best Practices and Strategies for Tier 1, 2, &amp; 3</p> <p><b>Strategy's Expected Result/Impact:</b> Ability to identify specific gaps in student learning and develop plans to close gaps resulting in greater mathematical understanding. Increase in student proficiency and growth and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide support for K-8 Math teachers with analyzing NWEA MAP reports and progress monitoring for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in small group instruction designed around student needs, increase in student proficiency in mathematics performance and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			