



Detail Report

Mission

It is the mission of Paseo Hills for students to become self-directed learners through successful communication, digital literacy, and positive relationships. Paseo Hills embraces... a rigorous academic environment, global citizenship and strong character education.

Vision

Empowered by 21st century thinking, our students, teachers, and staff will use global connections, digital literacy, responsible citizenship, and open-mindedness in their daily lives.

Benchmark

Team Members

Name	Title/Relationship
Alda Tennyson	Classified Staff Member
Allison Chavez	Parent
Ben Ashmore	Certified - 8th Grade
Dawn Pace	Principal
Heather Henry	Certified - Specials
Jamie Hood	Assistant Principal
Jane Dobbs	Business Partner/Community Member
Mallory Hudson	Certified - 3rd Grade
Meghan Zehr	Classified Staff Member
Miranda Steele	Certified - 2nd Grade
Nick Helmick	Certified - 5th Grade
Shannon Sutter	Business Partner
Tom Deming	Certified - 7th Grade

Goals

Priority Area 1.1.1		
Priority	Component	Objective
Excellence in Student Learning	College and Career Ready Program of Study	Deploy a guaranteed and viable curriculum in every classroom.
Goal Description		



By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-3 students will maintain or grow to CORE on DIBELS.

By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-4 students demonstrating proficiency on DVMA.

By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of 3rd-8th grade students demonstrating proficiency on district assessments for reading.

By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of students in enrolled in grades 5-8 Math 180 will demonstrate proficiency on Math 180 assessments.

End of Year Summary

Key Measures

- Key Measure (Summative) - % of students moving to Core on DIBELS assessments
- Key Measure (Summative) - Change in AZMERIT (or State assessment) performance
- % of students demonstrating proficiency on DVMA.
- Key Measure (Summative) - Math 180 Assessment
- Key Measure (summative) - District Reading Assessment

Priority Area 2.2.1

Priority	Component	Objective
Excellence in Workforce Performance	Workforce Development to Meet Organizational Needs	Establish and maintain a collaborative learning environment.

Goal Description

By June 2017, Paseo Hills will develop a positive and collaborative culture and climate, ensuring high levels of learning for all students as evidenced by quantitative and qualitative comparative data.

End of Year Summary

Key Measures

- Key Measure (Summative) - % of employees responding agree/strongly agree "I am satisfied with our efforts to establish and maintain a collaborative culture"
- Discipline Referrals
- Net Promotor Scores - Title Surveys

Priority Area 3.3.1

Priority	Component	Objective
Excellence in Stakeholder Relationships	Highly Engaged Stakeholders	Provide opportunities to involve and engage all stakeholder groups in key programs and initiatives.

Goal Description



By June 2017, Paseo Hills will effectively engage our parent community as evidenced by scores of proficient or higher in all areas of the Title 1 End of Year Parent Engagement Evaluation along with attendance tracked for events. (# of students families that attend)

End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> •Title 1 Surveys •End of Year Parent Engagement Evaluation 		

Priority Area 4.2.1		
Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Documented and Deployed Processes	Identify, document, deploy and monitor key processes across all campuses, departments and levels with fidelity.

Goal Description

By June 2017, Paseo Hills will ensure PLC and MTSS processes are implemented with 100% fidelity as evidenced by documentation of participants book study and MTSS plans for students.

End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> •MTSS student plans that are updated regularly •PLC Bookstudy Assignments and Documentation 		

Action Plans

Goal 1.1.1	<p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-3 students will maintain or grow to CORE on DIBELS.</p> <p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-4 students demonstrating proficiency on DVMA.</p> <p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of 3rd-8th grade students demonstrating proficiency on district assessments for reading.</p> <p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of students in enrolled in grades 5-8 Math 180 will demonstrate proficiency on Math 180 assessments.</p>
Action Step	State Tutoring Grant
Responsible Party	Holly Wood - Grant Coordinator
Professional Development	



Quarterly Summary	Submission for State Tutoring Grant was accepted with a \$10,000.00 award. Teachers requested to provide tutoring. Student data reviewed for all students grade 3-7 that have not meet proficiency on AZ MERIT.		
Date Initiated	September 12, 2016	Date Completed	
Status	In-Process	Last Modified	9/25/2016 2:49 PM

Goal 1.1.1			
Action Step	Eureka Math Training		
Responsible Party	Melinda Villalovos & Kim Edelson		
Professional Development	Eureka Math Training 9/9/16 and 10/7/16		
Quarterly Summary			
Date Initiated	August 10, 2016	Date Completed	October 07, 2016
Status	Pending	Last Modified	9/24/2016 2:37 PM

Goal 1.1.1			
Action Step	Rattler Strong Mentor Program		
Responsible Party	Student Government Sponsors		
Professional Development			
Quarterly Summary	<p>Rattler Strong Mentor Program introduced to staff. Goal: By the end of May 2017, the Rattler Strong Mentor Program will provide identified students with differentiated academic and/or behavior support through mentors as evidenced by mentor tracking sheets, improved academic and/or behavior progress data, quarterly mentor/mentee family breakfasts and student surveys. Mentees were identified by teachers at the end of 2015-2016. Volunteer mentors were recruited during pre-service. Dates for mentor/mentee breakfasts were established: October 6, December 22, February 23, and May 18. Mentors: Abe Mendoza, Janet Clarke, Jessica Davis, Jessica Trejo, Joy Schweitzer, Robyn Talley, Dina Smith, Tom Deming, Ben Ashmore, Brittany O'Leary, Nick Helmick, Tasha Christean, Dawn Olson, Amy Cunningham, Miranda Knaus, Michelle Acosta, Sue Piotrowski, Corey Hawkins, Greg Grantham, Natasha Newman, Debbie Woloschak, Valerie Looney, Carmen Galaviz, Heather Henry, Tom Deming, Sandi Antone, Mallory Hudson, Rex McElhaney, Ben Ashmore, AJ Smith, Dan Bartlein, Daniel Bartlein, Milissa DeGeorge, Paula Butler, Salina Pena, Jill Sjoerdsma, Heather Abrams, Francesca Ornelas, Miranda Steele, Melody Holehan-Kopas, Jerry Slawson, Jamie Hood, Alda Tennyson, and Sheri Loughry.</p>		
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/24/2016 2:35 PM

Goal 1.1.1			
Action Step	Provide PD to teachers on 95% Group		
Responsible Party	Pattie Prosory, Sue Piotrowski, Holly Wood, Dina Smith and Sandra Miller		
Professional Development	95% Group Training		



Quarterly Summary	Teachers in K-4 attended 95% Group Blueprint for Intervention, teaching blending and multi-syllable routine cards. Teachers observed a model of a lesson on long vowel silent e syllables. Teachers in grades 5-8 for ELA, Science, and Humanities received a model of 95% Group 5 minute lessons concentrating on how to use it with content vocabulary.		
Date Initiated	August 08, 2016	Date Completed	August 19, 2016
Status	Pending	Last Modified	9/3/2016 12:17 PM

Goal 1.1.1			
Action Step	Math 180 Training		
Responsible Party	Britney Dueling		
Professional Development	Math 180 Training		
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	August 19, 2016
Status	Completed	Last Modified	9/3/2016 12:09 PM

Goal 1.1.1			
Action Step	Math 180 Teachers Professional development		
Responsible Party	Britney Dueling		
Professional Development	Math 180 Pilot Training		
Quarterly Summary			
Date Initiated	July 27, 2016	Date Completed	July 27, 2016
Status	Completed	Last Modified	9/3/2016 12:07 PM

Goal 1.1.1			
Action Step	Establish Math 180 student rosters.		
Responsible Party	Math Teachers grades 5-8		
Professional Development			
Quarterly Summary			
Date Initiated	August 03, 2016	Date Completed	August 03, 2016
Status	Completed	Last Modified	9/3/2016 12:05 PM

Goal 1.1.1			
Action Step	Summer Reading Calendar Data Compilation		
Responsible Party	Intervention Team Member		



Professional Development			
Quarterly Summary	Data collected indicated that only 16 students completed the summer learning calendar. There were 11 students in first grade, 1 student in second grade, 3 students in third grade and 1 student in sixth grade. Eleven of the sixteen students showed a decrease DIBELS WWR/ORF from May to August assessments. One student maintained their score from May to August. Two students demonstrated an increase in their scores from May to August.		
Date Initiated	August 12, 2016	Date Completed	
Status	Completed	Last Modified	9/3/2016 11:44 AM

Goal 1.1.1			
Action Step	Reading Specialists communicate Reading A-Z as a K-3 supplemental center time, home time, and web based program to teachers.		
Responsible Party	Reading Specialists		
Professional Development	RAZ Reading Accounts for K-3 Teachers		
Quarterly Summary	Training conducted on September 1 for teachers K-3. All classroom teachers were given a username and password. Each teacher instructed on how to manage their own accounts. Training included how to set up, enter, delete and add students. Teachers were advised how to change DRA levels, send messages and print reports.		
Date Initiated	August 23, 2016	Date Completed	September 01, 2016
Status	Completed	Last Modified	9/3/2016 11:36 AM

Goal 1.1.1			
Action Step	Create draft of school-wide intervention schedule		
Responsible Party	Administration, Intervention Team, District Coordinators		
Professional Development			
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	September 02, 2016
Status	Completed	Last Modified	9/3/2016 11:30 AM

Goal 1.1.1			
Action Step	Read 180 / System 44 Coordinator train new staff		
Responsible Party	Britney Dueling		
Professional Development	Select Interventionists trained in System 44 / Read 180		
Quarterly Summary			
Date Initiated	August 09, 2016	Date Completed	August 09, 2016
Status	Completed	Last Modified	9/3/2016 11:23 AM



Goal 1.1.1			
Action Step	Review Students for Intervention with Read 180/System 44 Coordinator and EL Coordinator		
Responsible Party	Administration		
Professional Development			
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	August 08, 2016
Status	Completed	Last Modified	9/3/2016 11:21 AM

Goal 1.1.1			
Action Step	Set Assessment Schedule with Intervention Team		
Responsible Party	Administration and Intervention Team		
Professional Development			
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	Pending	Last Modified	9/3/2016 11:18 AM

Goal 1.1.1			
Action Step	Full School Data Review		
Responsible Party	Administration		
Professional Development	Pre-Service Data Review		
Quarterly Summary			
Date Initiated	August 04, 2016	Date Completed	August 04, 2016
Status	Completed	Last Modified	9/3/2016 11:13 AM

Goal 2.2.1			
By June 2017, Paseo Hills will develop a positive and collaborative culture and climate, ensuring high levels of learning for all students as evidenced by quantitative and qualitative comparative data.			
Action Step	Teen Court Research		
Responsible Party	Jamie Hood		
Professional Development			
Quarterly Summary	Jamie will work with BGHS, our feeder school to gather research about how they run teen court. Teen court is aligned with Restorative Practices as part of Restorative Justice.		
Date Initiated	September 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/25/2016 2:54 PM



Goal 2.2.1			
Action Step	Student Focus Groups		
Responsible Party	Dawn Pace & Jamie Hood		
Professional Development			
Quarterly Summary	Student focus groups will be conducted to gather input from students. Focus questions will be aligned with student discipline data and used to determine how we continue to build a positive, collaborative culture and climate. Questions will be aimed at define respect and eliminating the high number of disrespect referrals. First student focus group was conducted in September with eleven, seventh grade students.		
Date Initiated	September 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/25/2016 2:52 PM

Goal 2.2.1			
Action Step	New Teacher Support Meetings		
Responsible Party	Administration & New Teachers		
Professional Development			
Quarterly Summary	Administration will meet with new teachers to support their transition to the district and Paseo Hills community. New teachers will have an opportunity to request agenda items and participate in collaborative dialog. Dates: 8/22, 9/19, 12/12, 1/30, 3/6, and 4/17.		
Date Initiated	August 04, 2016	Date Completed	May 25, 2017
Status	In-Process	Last Modified	9/6/2016 6:03 AM

Goal 2.2.1			
Action Step	RTI B Social Emotional Development Title 1 Training		
Responsible Party	RTI B Team Member & District Office Team		
Professional Development	Title 1 Social Emotional Development Title 1 Training		
Quarterly Summary	RTI B team member will attend four training sessions provided by Title 1 department at district office. These trainings will focus on the social emotional development of children. Information will be brought back to campus through the RTI B team.		
Date Initiated	August 26, 2016	Date Completed	March 07, 2017
Status	In-Process	Last Modified	9/6/2016 5:59 AM

Goal 2.2.1			
Action Step	Monthly RTI B Meetings Established		
Responsible Party	Administration & RTI B Team		
Professional Development			



Quarterly Summary	RTI B Team met with Administration to establish RTI B monthly meeting dates. Dates: 8/23, 9/20, 10/1, 11/15, 12/20, 1/24, 2/21, 3/14, 4/18, and 5/16. Purpose of meeting to review walk-throughs in assigned areas, student progress from check-ins and areas where teacher support is needed.		
Date Initiated	August 23, 2016	Date Completed	May 16, 2017
Status	In-Process	Last Modified	9/6/2016 5:56 AM

Goal 2.2.1			
Action Step	Discussion Rattler Strong T-Shirt Design Competition		
Responsible Party	CIT		
Professional Development			
Quarterly Summary	Discussion that staff would like to promote a competition for a design to support school motto, Rattler Strong. Nick Helmick will create an announcement for students.		
Date Initiated	August 15, 2016	Date Completed	
Status	In-Process	Last Modified	9/3/2016 9:33 PM

Goal 2.2.1			
Action Step	Discussion Funding Third Monitor		
Responsible Party	CIT		
Professional Development			
Quarterly Summary	CIT discussed the need to fund a third monitor based on data from 2015-2016 school year. The CIT funded a monitor last year and saw a decrease in playground incidents. Current members motioned and voted to fund a third playground monitor not to exceed \$3,500.00.		
Date Initiated	August 15, 2016	Date Completed	August 15, 2016
Status	Pending	Last Modified	9/3/2016 9:27 PM

Goal 2.2.1			
Action Step	New Teacher Support Meetings		
Responsible Party	Administration & New Teachers		
Professional Development			
Quarterly Summary	Meeting dates established: August 22, September 19, December 12, January 30, March 6, and April 17.		
Date Initiated	August 03, 2016	Date Completed	
Status	In-Process	Last Modified	9/3/2016 9:11 PM

Goal 2.2.1



Action Step	Present MTSS Tiers for Behavior to staff.		
Responsible Party	Nicholle Apuan		
Professional Development	August 19, 2016 Professional Development		
Quarterly Summary	Paseo Hills MTSS Behavior Support presented to staff. Universal - Focuses on Prevention: PBIS, Social Emotional Learning Competencies, Collaborative Problem-Solving, Bully Prevention, Academic Engagement, Differentiated Instruction, Peer Mediation, Conflict De-escalation, and Restorative Justice. Targeted - Focuses on Early Interventions and Problem-Solving: Behavior Contracts, Mini Modules, Mediation, Mentoring, Social Skill Training, Restitution, Community Service, and Problem-Solving Circles. Intensive - Focuses on the needs of the individual child: One-to-one support, Individual counseling, coordinated behavior plan, alternative programming, ISS, Restorative conferencing, and Life skills training.		
Date Initiated	August 05, 2016	Date Completed	August 19, 2016
Status	Completed	Last Modified	9/3/2016 8:37 PM

Goal 2.2.1			
Action Step	Review and establish changes for Paseo Hills Team Matrix.		
Responsible Party	Administration		
Professional Development			
Quarterly Summary			
Date Initiated	August 09, 2016	Date Completed	August 22, 2016
Status	Completed	Last Modified	9/3/2016 1:02 PM

Goal 2.2.1			
Action Step	Establish and distribute dates for all collaborative meetings.		
Responsible Party	Administration		
Professional Development			
Quarterly Summary	Administration established and distributed dates for collaborative meetings for the year. Collaborative meetings include: Level Lead Meetings, Faculty Meetings, PLC Meetings, Rock Team Meetings, Continuous Improvement Team, PTSA Meetings, Parent Teacher Conference Nights, and Passport to Parent Engagement Nights.		
Date Initiated	August 08, 2016	Date Completed	August 10, 2016
Status	Completed	Last Modified	9/3/2016 12:46 PM

Goal 2.2.1			
Action Step	Staff Social		
Responsible Party	Social Committee		
Professional Development			



Quarterly Summary	Social committee sponsored staff social.		
Date Initiated	July 25, 2016	Date Completed	August 05, 2016
Status	Completed	Last Modified	9/3/2016 12:41 PM

Goal 2.2.1			
Action Step	Pre-Service Professional Development		
Responsible Party	Administration		
Professional Development	Pre-Service Professional Development		
Quarterly Summary	Teachers reviewed mission, vision and strategic plan. Established Rattler Strong motto, commitments, spirit competitions, team building, review of school-wide data, data diving, zoom activity, resources for data, behavior shaping, behavior reinforcements, and monthly behavior lessons.		
Date Initiated	August 05, 2016	Date Completed	August 09, 2016
Status	Completed	Last Modified	9/3/2016 12:39 PM

Goal 2.2.1			
Action Step	Professional Development to build positive culture and climate.		
Responsible Party	Administration		
Professional Development	Professional Development Professional Learning Community		
Quarterly Summary	Staff reviewed collective commitments made at Pres-service, viewed Butterfly Effect presentation, answered personal reflection questions regarding their impact, what they love about their work and what they want their legacy to be. They discussed in small groups what they do to impact Paseo Hills.		
Date Initiated	August 19, 2016	Date Completed	August 19, 2016
Status	Completed	Last Modified	9/3/2016 12:27 PM

Goal 3.3.1	By June 2017, Paseo Hills will effectively engage our parent community as evidenced by scores of proficient or higher in all areas of the Title 1 End of Year Parent Engagement Evaluation along with attendance tracked for events. (# of students families that attend)		
Action Step	Meet The Teacher Night and Kindergarten Night		
Responsible Party	Teachers and Administration		
Professional Development			
Quarterly Summary	Teachers met with parents prior to the first day of school to share information about themselves and their classrooms. Total number of people attending according to sign in sheets was 954.		
Date Initiated	August 08, 2016	Date Completed	
Status	Completed	Last Modified	10/9/2016 4:54 PM



Goal 3.3.1			
Action Step	Establish dates for Pastries with Pace and publish in Passport to Parent Engagement		
Responsible Party	Administration		
Professional Development			
Quarterly Summary	Dates for 2016-2017: September 1, October 6, November 3, December 1, February 2, and March 9. Despite advertisement for September 1st date for Pastries with Pace there were no parents that attended. October 6th Pastries with Pace: 2 parents attended. Parents are interested in some type of GED online program; like "Bloom's Reminder" some teachers are using; shared concern with observed sarcasm displayed by staff on three different occasions.		
Date Initiated	July 25, 2016	Date Completed	August 05, 2016
Status	Completed	Last Modified	10/9/2016 4:52 PM

Goal 3.3.1			
Action Step	PTSA Board Meetings and General Meetings on Calendar		
Responsible Party	PTSA and Administration		
Professional Development			
Quarterly Summary	PTSA General Sessions and Board meetings will be attended by a member of Administration. General Sessions: September 1st, December 2nd, February 2nd, and May 16th. Board Meetings: August 18th, September 26th, October 20th, November 17th, December 22nd, January 19th, February 16th, March 16th, April 20th, and May 16th.		
Date Initiated	August 01, 2016	Date Completed	August 05, 2016
Status	Completed	Last Modified	10/9/2016 4:46 PM

Goal 3.3.1			
Action Step	PTSA Membership Drive		
Responsible Party	PTSA Board Members		
Professional Development			
Quarterly Summary	Current Members: Sandi Antone, Amy Cunningham, Greg Grantham, Nick Helmick, Melody Holehan-Kopas, Jamie Hood, Sheri Loughry, Res McElhaney, Sandra Miller, Mickie Neil, Dawn Olson, Dawn Pace, Sue Piotrowski, Jerry Slawson, Sarah Unti, Debbie Woloshak, Laura Chrisman, Corey Hawkins, Janice Hedman, and Janet Clarke		
Date Initiated	August 08, 2016	Date Completed	November 01, 2016
Status	In-Process	Last Modified	10/9/2016 4:34 PM

Goal 3.3.1			
Action Step	Incentives for Passport to Parent Engagement Brochures		
Responsible Party	Continuous Improvement Team		



Professional Development			
Quarterly Summary	CIT discussed incentives for Passport to Parent Engagement Brochures. Team voted to allocate \$1500 towards the purchase of student yearbooks for those students that meet the criteria on Passports. Team members will see if a business partner or PTSA will fund the Principal pizza lunch. PTSA Board has already indicated they will pay for two iPads for the end of the year drawing from stamped Passports.		
Date Initiated	August 15, 2016	Date Completed	
Status	Completed	Last Modified	9/3/2016 9:22 PM

Goal 3.3.1			
Action Step	CIT members review Parent Engagement Plan for editing.		
Responsible Party	Administration and CIT Members		
Professional Development			
Quarterly Summary	CIT members will review Parent Engagement to make edits.		
Date Initiated	September 12, 2016	Date Completed	
Status	Pending	Last Modified	9/3/2016 2:18 PM

Goal 3.3.1			
Action Step	Title 1 Plan and description of Parent Engagement Plan distributed to parents.		
Responsible Party	Administration		
Professional Development			
Quarterly Summary	All parents received a copy of the Title 1 plan and the overview of the Parent Engagement Plan in student first day packets.		
Date Initiated	August 10, 2016	Date Completed	August 10, 2016
Status	Completed	Last Modified	9/3/2016 2:15 PM

Goal 3.3.1			
Action Step	Review of Title 1 Plan and Parent Engagement Plan		
Responsible Party	Administration		
Professional Development			
Quarterly Summary	Parents will be asked to provide input on the Title 1 plan and Parent Engagement Plan to determine how to best engage them in their children's education.		
Date Initiated	August 10, 2016	Date Completed	March 09, 2017
Status	Pending	Last Modified	9/3/2016 1:58 PM

Goal 3.3.1



Action Step	Passport to Parent Engagement Booklets created and distributed to students.		
Responsible Party	Administration		
Professional Development			
Quarterly Summary			
Date Initiated	August 10, 2016	Date Completed	
Status	Pending	Last Modified	9/3/2016 12:42 PM

Goal 4.2.1	By June 2017, Paseo Hills will ensure PLC and MTSS processes are implemented with 100% fidelity as evidenced by documentation of participants book study and MTSS plans for students.		
Action Step	Administration to attend PLC Meetings		
Responsible Party	Administration		
Professional Development			
Quarterly Summary	Administration will attend PLC meetings to provide feedback and monitor progress of teams. Dates: September 20, October 11, November 15, January 24, February 21, March 14, April 18 and May 16.		
Date Initiated	August 23, 2016	Date Completed	May 25, 2017
Status	In-Process	Last Modified	9/6/2016 6:07 AM

Goal 4.2.1			
Action Step	Debrief Level Leads August 23rd PLC		
Responsible Party	Administration & Level Leads		
Professional Development			
Quarterly Summary	Level Leads to meet with Administration to provide feedback on the first Learning By Doing book study session. Feedback as follows: Challenges include time to devote to reading, couldn't get through all of the activities during prep, stuck on first slide, not sure what this means to MTSS data analysis, lack of common language, what will common assessments be, no time to talk about kids. Moving Forward: would like syllabus, clear expectations of outcomes, don't want to have to read the chapters, don't understand the purpose, determine when we are going to discuss kids needs. Celebrations: Honest feedback and open communication, good conversations, plan for moving forward, reading specialists came to PLC, team is on the same page, and everyone is excited.		
Date Initiated	August 23, 2016	Date Completed	September 02, 2016
Status	Completed	Last Modified	9/3/2016 2:13 PM

Goal 4.2.1			
Action Step	Level Leads Facilitate Book Study		
Responsible Party	Level Leads		



Professional Development	Learning By Doing Book Study		
Quarterly Summary			
Date Initiated	August 23, 2016	Date Completed	August 23, 2016
Status	Completed	Last Modified	9/3/2016 2:05 PM

Goal 4.2.1			
Action Step	Learning By Doing Power Point and Assignment Sheet to Level Leads		
Responsible Party	Principal		
Professional Development			
Quarterly Summary			
Date Initiated	August 15, 2016	Date Completed	August 15, 2016
Status	Completed	Last Modified	9/3/2016 2:04 PM

Goal 4.2.1			
Action Step	Learning By Doing Book Study Distribute Books		
Responsible Party	Principal Secretary		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	August 22, 2016
Status	Completed	Last Modified	9/3/2016 2:02 PM

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Feedback



Goal	<p>1.1.1 By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-3 students will maintain or grow to CORE on DIBELS.</p> <p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-4 students demonstrating proficiency on DVMA.</p> <p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of 3rd-8th grade students demonstrating proficiency on district assessments for reading.</p> <p>By June 2017, Paseo Hills will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of students in enrolled in grades 5-8 Math 180 will demonstrate proficiency on Math 180 assessments.</p>
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Feedback	9/7/2016 1:42 PM
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Strength: The goals includes measurement for both math and ELA for all students K-8.
Questions to Ponder: How could including a growth model within the goal make it rigorous for students at Core or proficiency at the beginning of the year? For example: By June 2017, PH will ensure a guaranteed and viable curriculum in every classroom as evidenced by 100% of K-3 students' achieving CORE on DIBELS, or demonstrating measureable growth (if beginning at CORE). The scoring band "At Benchmark" AKA Core is a large range. A possible next step may be to evaluate where in that range students are falling, and then remediating or enhancing appropriately. This may present the opportunity to identify the "bubble" kids (ones that are on the cusp of falling below the stated benchmark). Often, this data gives great insight into how to differentiate instruction beyond grouping based on meeting the benchmark. If data is available prior to June, could the date for goal attainment reflect that? The key measures list AzMERIT, however, that is not listed in the goals. Could a goal be added to include addition of that summative assessment?

Goal	2.2.1 By June 2017, Paseo Hills will develop a positive and collaborative culture and climate, ensuring high levels of learning for all students as evidenced by quantitative and qualitative comparative data.
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Feedback	9/7/2016 1:42 PM
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Strength: Goal attainment will include both quantitative and qualitative data.
Questions to Ponder: It appears the goal itself does not include specific data sources. Could the key measures be added to the goal to clarify "quantitative and qualitative comparative data"? What percent of employees responding "agree/strongly agree" will illustrate goal attainment?

Goal	3.3.1 By June 2017, Paseo Hills will effectively engage our parent community as evidenced by scores of proficient or higher in all areas of the Title 1 End of Year Parent Engagement Evaluation along with attendance tracked for events. (# of students families that attend)
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Feedback	9/7/2016 1:42 PM
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Goal attainment includes survey results and attendance to illustrate parent community engagement. **Questions to Ponder:** What baseline or previous year's data was used when determining this goal? What action steps can be taken in response to no parents attending the September 1st Pastries with Pace? Are there different methods of marketing that may speak to your stakeholders more effectively?

Goal	4.2.1 By June 2017, Paseo Hills will ensure PLC and MTSS processes are implemented with 100% fidelity as evidenced by documentation of participants book study and MTSS plans for students.
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Feedback	9/7/2016 1:42 PM
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Strength: Both the PLC and MTSS processes have the potential to meet the needs of both staff members and students on the campus.

Questions to Ponder: How will "100% fidelity" be defined to further illustrate goal attainment? How will the connection between implementation of a book study and goal attainment be clearly analyzed? Perhaps including an action step to share key learning both horizontally and vertically would further support goal attainment.