

2024-2025 Action Plan



Patterson Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- 206/452 students (46%) met their RLA EOY Action Plan Goal; 153/452 (34%) met One Year RLA ELY MAP Growth Goal
- 219/452 students (48%) met their Math EOY Action Plan Goal; 137/452 (30%) met One year Math MAP Growth Goal
- 230/475 students (48%) met their Science EOY Action Plan Goal; 178/475 (37%) met One Year Science MAP Growth Goal
- 156/322 students (48%) scored Meets or above on RLA STAAR 2024; 19% scored at the Mastery level
- 158/322 students (49%) scored Meets or above on Math STAAR 2024; 19% were at Mastery level
- 28/112 students (25%) scored Meets or above on Science STAAR 2024; 10% were at the Mastery level

Needs related to improving the quality of instruction

- Need explicit phonics/SoR instruction in English and Spanish across PK to 5
- Integrate constructed writing opportunities in all subjects and units of inquiry.
- Recommitment to IB Program of Inquiry and dual language to increase rigor, relevance, and biliteracy development.
- Targeted schedule of instructional supports for students with IEPs
- Recommitment to authentic literature connections in all subjects as a literature magnet school
- Need consistent math problem solving process across PK to 5

System evaluation (philosophy, processes, implementation, capacity)

- Systems for monitoring action plan indicators and actions
- Coherent curriculum to deliver SoR/Phonics plan for PK to 5
- Merging HISD District curriculum with IB Program of Inquiry and dual language
- Systems for intervention, small-group instruction, and progress monitoring
- Clear, consistent common assessment plan to maintain ongoing, real-time data

School Action Plan Action Items

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| <div>KEY</div> <div>ACTION</div> <div>ONE</div> | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve HQI in the mathematics classroom.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ol style="list-style-type: none"> By May, 70% of students will grow at least 1 grade level as measured by the Math NWEA MAP Growth Exam. <ul style="list-style-type: none"> By January, 70% of students will grow at least 0.6 grade levels as measured by the Math NWEA MAP Growth Exam. In 90% of Patterson Spot observations in April, math teachers will score 5/8 or higher in domain 2. <ul style="list-style-type: none"> In 80% of Patterson Spot observations in November, math teachers will score 5/8 or higher in domain 2. By the end of 2024-2025 school year, students in grades 1-5 will complete 90 Zearn lessons. <ul style="list-style-type: none"> By MOY, students in grades 1-5 will complete 45 Zearn lessons. |
| | <p>Specific actions – school leaders</p> <ol style="list-style-type: none"> Align campus Essential Elements with HISD HQIM curriculum, conducting internalization sessions during teacher pre-service and PLCs. Prioritize PLC internalization of K-5 HISD HQIM math lessons, with a focus on teacher analysis from a student perspective to anticipate misconceptions, identifying key instructional strategies, backward planning, and data-protocols. Facilitate weekly PLCs centered on Zearn internalization, At-Bat/Demo PLCs, Data-protocols, and analysis of Zearn leader reports. Leaders will exemplify math instruction, including problem-solving building with a campus problem-solving plan and HISD HQIM lesson internalization. Daily coaching visits by the leadership team will target student engagement every 4 to 8 minutes, coherence of lesson components, and effective use of student Demonstrations of Learning (DOL) to address misconceptions during instruction. Deconstruct Spot observation form with teachers to plan and teach for mastery Twice a week, the leadership team will calibrate using Spot observation data to assess the quality of math instruction throughout the campus. Bi-Weekly Bite-Size MRS Strategies for Math: Ideas to implement with fidelity, consistency, and effectively. |

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| | Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> • Weekly collaborative team planning to ensure high quality lessons and internalization of district curriculum • Daily monitoring and weekly tracking of student Zearn participation, progress, and mastery • Implementation of cross curricular writing (constructed response) using a rubric for grading • Change lesson plan format to conform with lesson block that includes daily numeracy routines, and district slides • Participate in, or lead training on problem solving routines. • Continually track data and come to PLC's prepared to share and analyze data |
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| | Key Action One: Improve HQI in the mathematics classroom. | | |
| Staff Devel. | Who: Campus Leadership, Campus IB Coordinator, Campus DL Coordinator, District DL/Multilingual staff | | |
| | What: <ul style="list-style-type: none"> • Lead pre-service trainings on daily numeracy routines, problem solving routines, and components of Zearn • Lead PLC meetings on unit and lesson internalization and data analysis. • Coach teachers on implementation of lesson plans | | |
| | When: <ul style="list-style-type: none"> • Pre-Service and staff development days • Weekly PLC meetings • Daily | | |
| | Where: Patterson ES | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | NA | \$0 |
| | Materials/resources | Math instructional resources | \$10,000 |
| | | Step Up to TEKS | \$10,000 |
| | Purchased services | I-Ready licenses | \$6,000 |
| | | IXL | \$15,000 |
| | | Dreambox | \$15,000 |
| | TOTAL | | \$56,000 |
| | Funding sources: Title I, Bilingual, GT funds | | |

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| KEY ACTION TWO | Key Action <i>(Briefly state the specific goal or objective.)</i> Improve HQI in the ELAR. |
| | Indicators of success <i>(Measurable results that describe success.)</i> <ol style="list-style-type: none"> 1. By May, 70% of students will grow at least 1 grade levels as measured by the English Reading NWEA MAP Growth Exam. <ul style="list-style-type: none"> ○ By January, 70% of students will grow at least 0.6 grade levels as measured by the English Reading NWEA MAP Growth Exam. 2. In 90% of Patterson Spot observations in April, reading teachers will score 5/8 or higher in domain 2. <ul style="list-style-type: none"> ○ In 80% of Patterson Spot Observations in November, reading teachers will score 5/8 or higher in domain 2. 3. By May of 2025, 70% of students in the 2nd - 5th grade will consistently achieve a 3 or higher on a weekly extended constructed response and short-constructed response writing tasks utilizing the STAAR RLA Scoring Guide Rubric. <ul style="list-style-type: none"> ○ 50% of 2nd - 5th graders will score a 3/5 or above by October 2024 <ol style="list-style-type: none"> 1. 60% of 2n-5th graders will score a 3/5 or above by February 2025 |

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

1. Merge **NES/HMH/IB unit planners** and curriculum maps
2. Purchase **authentic literature texts** to align with IB unit planners
3. Coordinate **Heggerty** training for all PK to 5 teachers
4. **Backwards planning** and analysis sessions of ECRs from 2023/2024
5. Facilitate campuswide system for teaching **ECRs**
6. **Schedule PLC sessions** to internalize K-5 HISD HQIM lessons to anticipate misconceptions, identifying key instructional strategies, backward planning, and data-protocols
7. Purchase **I-Ready and Accelerated Reader** to promote and recommit to independent reading
8. Align literacy block to **HMH and dual language components**
9. Provide opportunities for teacher collaboration with a focus on vertical alignment discussions to align **HMH units with Patterson IB unit planners** and program of inquiry
10. Organize PLC's on how to read, interpret and utilize **MAP reports** to adjust student groups and instruction accordingly
11. Instructional leaders will provide guidance and guidelines on how to blend the district curriculum (slides) with authentic literacy approaches

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Weekly collaboration during PLC's and team planning meetings
- Full implementation of campus lesson internalization expectations
- Implement with fidelity HQIM, using district resources, HMH, and Patterson IB UOI resources
- Planning, analysis, and internalization of lessons to maximize instruction through raising rigor, MRS, HOT, differentiation/scaffolding, and monitoring/adjusting
- Implementing SPOT observation and coaching feedback with fidelity
- Data PLC's/Data analysis and goal setting with students after major assessments

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| | Key Action Two: Improve HQI in the ELAR classroom. |
| Staff Devel. | Who: Campus instructional leadership (Leadership team, instructional leaders) |
| | What: <u>Inservice</u> <ul style="list-style-type: none"> • Teachers will align HMH units with IB unit planners and program of inquiry |

- Coordinate Heggerty training for all PK to 5 teachers
- Teachers will train in Dual Language instructional best practice
- Teachers will create their daily schedule according to IB curriculum and dual language components with support and feedback from instructional leaders
- After establishing the literacy block, teachers will learn how to merge the district resources with authentic literacy practices and IB unit planners to address the outlined components and the IB scope and sequence
- Communicate progress monitoring plan
- Backwards planning and analysis sessions on 2023/2024 ECRs & campus system

PLC's

- Teachers will learn how to generate, interpret and analyze Map data to adjust student grouping and instruction according to RIT bands after BOY and MOY data
- Teachers will create an action plan based on formative data results
- Teachers will align lessons to HMH and IB unit planners and adjust pacing according to formative data

Staff Professional Development Days

- Teachers will collaborate in vertical alignment sessions to minimizing learning gaps and align Patterson IB program of inquiry and unit planners
- Teachers will create workstations aligned to reading strands (fluency, comprehension, vocabulary)

When: August pre-service and ongoing through PLC's and team meetings and staff development days

Where: Patterson ES

| Budget | Proposed item | Description | Amount |
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| | Staff development | Heggerty training | \$10,000 |
| | | IB Professional Development Services | \$10,000 |
| | Materials/resources | Authentic literature class sets for unit planners | \$15,000 |
| | Purchased services | Time for Kids magazine subscriptions | \$6,000 |
| | | I-Ready | \$6,000 |
| | | Accelerated Reader | \$6,000 |

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| | Other | Hourly lecturers for PK to 2 small group interventions | \$40,000 |
| | TOTAL | | \$93,000 |
| | Funding sources: Title I, Bilingual, Magnet, Campus Capital, General Funds | | |

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| KEY ACTION THREE | <p>Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the HQI in the science classroom.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ol style="list-style-type: none"> 1. By May, 70% of students will grow at least 1 grade level as measured by the Science NWEA MAP Growth Exam. <ul style="list-style-type: none"> ○ By January, 70% of students will grow at least 0.6 grade levels as measured by the Science NWEA MAP Growth Exam. 2. In 90% of Patterson Spot observations in April, science teachers will score 5/8 or higher in domain 2. <ul style="list-style-type: none"> ○ In 80% of Patterson Spot Observations in November, science teachers will score 5/8 or higher in domain 2. 3. By the end of the 2024-2025 school year, 100% of 5th grade students will use Summit K-12 Science at least 30 minutes daily, and demonstrate an increase in Science TEKS mastery as measured by pre- and post-assessment scores on the Summit K-12 Science platform. <ul style="list-style-type: none"> ● By December 2024, 100% of 5th grade students will use Summit K-12 Science at least 30 minutes daily. |
| | <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Facilitate vertical alignment for science teachers to ensure TEKS are mastered in all grade levels 2. Facilitate PD and ongoing training to ensure student mastery in science SCR. 3. Facilitate vertical alignment to ensure requirements of IB scope and sequence UOI are met 4. Ensure that IB unit planners are a part of daily instruction 5. Purchase Summit K-12 Science for grades 2 to 5 6. Coordinate SAVVAS science professional development for PK to 5 7. Purchase science hands-on resources for IB unit planners |

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| | <p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● Integration of unit planners in weekly lesson planning ● PK to 4 grades Science unit planner integration in the ELA/SLA blocks, and during inquiry hour ● 5th grade Science unit planner instruction included in daily schedule, as well as integrations in ELA, SLA, and inquiry hour ● 5th grade use of Summit K-12 Science, daily as workstation or homework ● 5th grade science lab, daily instruction ● Grade level alignment to meet requirements of IB Scope and Sequence and Program of Inquiry |
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| | Key Action Three: Improve the HQI in the science classroom. | | |
| Staff Devel. | Who: Campus leadership, IB coordinator, Ms. Farvili (science lab teacher) | | |
| | What: <u>Inservice/Staff Development Days</u> <ul style="list-style-type: none"> ● Summit K-12, fifth grade teachers ● SAVVAS training for all teachers ● IB program of inquiry alignment across campus ● IB unit planners' alignment to HISD scope and sequence to ensure all TEKS are taught by April <u>PLC's</u> <ul style="list-style-type: none"> ● Data analysis after BOY/MOY NWEA, Summit K-12 data, formative assessments ● Student groups/regrouping, instructional planning, intervention planning based on data analysis ● PLC “science best practice” sessions led by Ms. Farvili ● 5E inquiry lesson model | | |
| | When: Preservice, staff development days and weekly PLC's | | |
| | Where: Patterson ES | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | IB Professional Development Services SAVVAS professional development | \$5,000 TBD |

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| | Materials/resources | Science hands-on resources | \$5,000 |
| | Purchased services | Summit K-12 Science Toddle IB instructional planning platform | \$6,000 \$10,000 |
| | Other | IB unit planner science texts | \$5,000 |
| | Other | N/A | \$0 |
| | TOTAL | | \$31,000 |
| | Funding sources: Title I, GT, Bilingual, Magnet, Campus Capital, General Funds | | |

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| <p>KEY</p> <p>ACTION</p> <p>FOUR</p> | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Grow staff’s capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd and At-Risk Learners, as well as to maintain fidelity and consistency with providing student accommodations to maximize learning.</p> <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● By the end of the 2024-2025 school year, 50% of our Special Education students will have met or exceeded their End of the Year annual year’s growth 0.6 based upon MAP testing. <ul style="list-style-type: none"> ○ BOY to MOY SPED students will meet half of their annual year’s growth of 0.30 based upon MAP testing. ● By the end of the 2024-2025 school year, 50% of our At-Risk students will have met or exceeded their End of the Year annual year 0.9 based upon MAP testing. <ul style="list-style-type: none"> ○ BOY to MOY SPED students will meet half of their annual year growth of 0.45 based upon MAP testing. ● By the end of the 2024-2025 school year, 100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications in PowerSchool. <ul style="list-style-type: none"> ○ By MOY audit, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Professional Development: Conduct and attend training sessions that focus on the importance of IEPs, 504 Student Plans, RTI/IAT Plans, how to read them effectively, and the legal requirements for implementing accommodations. 2. Data Tracking: Develop a system for teachers to track the implementation of accommodations and student progress, allowing for adjustments and improvements over time. 3. Analysis of Data: Meet with Sped Chair, Dyslexia, 504, RTI/IAT, Administration Overseers, and School Counselor every 6-8 weeks to review data and provide support/ideas to optimize accommodations for students. |
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

Compliance:

- Identify and track SPED/504/RTI/IAT on their classroom monster data sheet
- PLC training on SPED/504/RTI/IAT folders/plans for your students
- Annotate in lesson plans students' accommodation/modifications
- Implement all plan components with fidelity and document implementation; document accommodations in PowerSchool for all students
- SPED/504/RTI/IAT record and complete all progress monitoring on time
- 100% of the teachers will implement supplemental aids, content language supports, spelling assistance, and math manipulatives daily for all students that have these designated supports documented in their Sped IEPs (Individualized Education Plan), 504 Student Plans, and RTI/IAT Student Plans daily outlined per subject accommodations expectations.

Instruction:

- Daily data tracking for DOL mastery
- Daily implementation of accommodations and designated supports
- Daily intervention/reteach as needed
- Daily communication with SPED Co-Teacher/SPED TAs to discuss student strengths and needs; and to coordinate reteach/intervention for mastery
- Daily usage of IXL/I-Ready/Zearn during campus-wide intervention
- Daily usage of sentence frames and sentence stems for constructed-response writing
- Daily usage of RACE strategy across all content areas
- Daily implementation and ongoing review of IEP goals and accommodations

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| | Key Action Four: Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd, At Risk Learners, as well as to maintain fidelity and consistency with providing student accommodations to maximize learning. | | |
| Staff Devel. | Who: Campus leadership, SPED Department Leadership (SPED, 504, RTI/IAT, LPAC) | | |
| | What: Inservice: <ul style="list-style-type: none"> • Accommodation/Modifications/Designated Supports/Differentiation • How to implement plans and provide services in the general education setting • How to progress monitor and document accommodations in PowerSchool PLC's: <ul style="list-style-type: none"> • SPED presentations at PLC bi-weekly • Planning for SPED accommodations and designated supports • Interpreting IEP reports and instructional planning | | |
| | When: Staff development days and weekly PLC's | | |
| | Where: Patterson ES | | |
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| Budget | Proposed item | Description | Amount |
| | Staff development | IEP/Accommodations Training for Teachers | \$0 |
| | Materials/resources | SPED supplies | \$2,000 |
| | Purchased services | N/A | \$0 |
| | Other | 6 Teacher Assistants | \$100,000 |
| | Other | N/A | \$0 |
| | TOTAL | | \$102,000 |
| | Funding sources: General Funds, Magnet, Bilingual, State Comp Ed | | |

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| <p>KEY ACTION FOUR</p> | <p>Key Action #5<i>(Briefly state the specific goal or objective.)</i></p> <p>Grow staff’s capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for EBs as well as to maintain fidelity and consistency with providing student accommodations to maximize learning.</p> <hr/> <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ol style="list-style-type: none"> 1. By the end of the 2024-2025 school year, 50% of our Emergent Bilingual students will have met or exceeded their End of the Year annual year 0.9 based upon MAP testing. <ul style="list-style-type: none"> • BOY to MOY SPED students will meet half of their annual year growth of 0.45 based upon MAP testing. 2. By the end of the 2024-2025 school year, 55% of Emergent Bilingual students will grow at least one proficiency level on TELPAS (41.8% increased one proficiency level in Spring 2024). <ul style="list-style-type: none"> • By December 2024, 55% of EBs will grow one proficiency level in Listening and Speaking using TELPAS rubrics 3. By the end of the 2024-2025 school year, 100% of EBs will use Summit K-12 TELPAS at least 30 minutes daily and demonstrate an increase of at least one proficiency level, and measured by pre- and post-assessment scores on the platform. <ul style="list-style-type: none"> • By December 2024, 50% of EBs will use SummitK12 at least 30 minutes daily. <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 4. Professional Development: Conduct and attend training sessions that focus on the importance of Summit K-12 TELPAS platform for daily usage, LPAC Plan, Dual Language program components for daily implementation, effective use of designated supports for EBs, and the legal requirements for implementing designated support accommodations. 5. Data Tracking: Develop a system for teachers to track the implementation of Summit K-12 TELPAS and student progress, allowing for adjustments and improvements over time. 6. Analysis of Data: Analyze Summit K-12 TELPAS data usage to track student progress and provide support/ideas for linguistic supports, accommodations, language rich experiences to increase student proficiency levels. |
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

Compliance:

- Identify and track EB on their classroom monster data sheet
- PLC training on Summit K-12 TELPAS platform and data reports
- Annotate in lesson plans the language objective, designated supports, and sentence stem/frame/RACE strategy that will be used in the lesson.
- Implement all plan DL components with fidelity and document designated supports.
- Observe and analyze student progress using Summit K-12 data reports
- 100% of the teachers will implement designated supports daily for all EB students that have these designated supports documented in their LPAC STAAR minutes as outlined per subject accommodations expectations.

Instruction:

- Daily data tracking for DOL mastery
- Daily implementation of designated supports
- Daily intervention/reteach as needed
- Daily communication with LPAC administrator/grade level administrator to discuss student strengths and needs; and to coordinate reteach/intervention for mastery
- Daily usage of Summit K-12 TELPAS during campus-wide intervention time
- Daily usage of sentence frames and sentence stems for constructed-response writing
- Daily usage of RACE strategy across all content areas
- Daily implementation and ongoing PD of dual language components in DL classrooms and for DL teachers