

Houston Independent School District
216 Patterson Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Patterson Elementary strives to foster collaborative, internationally-minded students in a safe environment. We will accomplish this by encouraging authentic, student-driven inquiry through a rigorous curriculum that immerses students in global perspectives to promote action. As a result, our students will become well-rounded citizens of the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Patterson Elementary, located in southeast Houston, has served the community of Meadowcreek Village and the surrounding areas since 1958. Meadowcreek Village, one of Houston's first planned communities, and its surrounding areas has a population of 32,561 (2010 census data). The ethnicity of the neighborhood is 82% Hispanic, 66% White, 6% African American, 5% Asian and 27% other. The Meadowcreek Village Civic Club is responsible for many services and improvements to the neighborhood. Patterson has strong parental involvement that is represented by quarterly parent meetings and the PTO. Patterson currently has an instructional staff of 67, the ethnicity of which is 37% White, 48% Hispanic, 4% Asian, and 9% African American. The percent of the teachers at Patterson that are highly qualified in the core academic areas is 100%. The current profile for teachers by program is 64% Regular, 36% Bilingual, 100% Gifted and Talented, and 6% Special Education. Patterson Elementary currently serves 909 students in Pre-Kindergarten through Grade 5. Patterson is a school-wide Title I school. Our campus demographics are as follows: 44% English learners; 56% At Risk; 7% Special Education; 5.2% Gifted and Talented; and 0.4% Overage. Our ethnicity demographics are as follows: 91.9% Hispanic; 5.6% African American; 1.4% White; 0.7% Asian; and 0.4% Other.

Patterson is a part of the Houston Independent School District. HISD is the largest public school system in Texas, and the eighth largest in the United States. Houston ISD serves as a community school district for most of the city of Houston and several nearby and insular municipalities in addition to some unincorporated areas.

Patterson is a neighborhood magnet campus that allows Pre-Kindergarten through 5th grade students who are not geographically zoned to our campus the opportunity to transfer to our campus to take part in our academic programs. Our Literature Magnet Program provides students with literature-based fine arts classes and extra-curricular activities and Districtwide contests.

Patterson Elementary implements the 50/50 dual-language model continuum across grades Pre-Kindergarten to Fifth Grade. Under this model, students have the opportunity to develop proficiency in both English and Spanish for half of the day in each language.

Patterson Elementary is an authorized International Baccalaureate (IB) World School delivering the Primary Years Programme (PYP). IB World Schools share a common philosophy – a commitment to improve teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision. **

Patterson services many students within the Special Education department under the programs of Structured Learning Class-Alternative for those students with autism who display behavioral challenges, inclusion support for those students who receive instructional support within the general education classroom, Speech Services, 504 Educational Services and Dyslexia Services.

****Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), Middle Years Programme (MYP), the Diploma Programme (DP) or the IB Career-related Certificate (IBCC). For further information about the IB and its programmes, visit www.ibo.org.**

Demographics Strengths

Our school is in close proximity to the University of Houston, Houston Community College, multiple libraries, the Houston Zoo, the Museum District, and many culturally-rich venues.

Our campus offers the 50/50 two-way dual language program model across all grade levels (PK-5th grade).

Our campus is also an authorized International Baccalaureate Primary Years Programme (IB-PYP) World School; we are developing global learners at the elementary grade level.

We are also a literature magnet school. Out of zone or out of district students may apply to our campus through the Office of School Choice.

Approximately a third of our staff are "Patterson Pillar" teachers who have 10+ years of teaching experience at Patterson Elementary. We believe our "Pillars" have contributed to the strength and cohesiveness of our campus over the years.

Our students have access to a full time counselor, school nurse, and wraparound specialist, who are well trained in conducting wellness checks, submitting SAFs, and ensuring the well-being of our students.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Priority Problems of Practice

Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level.

Root Cause 1: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels.

Root Cause 2: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 4: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching.

Root Cause 4: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 5: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home.

Root Cause 5: The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.

Problem of Practice 5 Areas: Perceptions

Problem of Practice 3: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level.

Root Cause 3: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Problem of Practice 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: ELAR - The percent of 3rd grade students performing at or above grade level in reading as measured at the Meets Grade Level Standard on STAAR Reading will increase 5% percentage points, from 51% in the Spring of 2022 to 56% in the Spring of 2023.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year, the combined percentage of students meeting the Approaches Level on STAAR Reading will increase from 82% to 87%; Meets Level will increase from 57% to 62%; and Masters Level will increase from 33% to 38% as measured by STAAR 2023.

Evaluation Data Sources: Mock STAAR results, District Level Assessments, TELPAS, BRR Running Records, District Pre-Approved Assessments, REN360.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement effective reading best practices and comprehension strategies across all grade levels to instill a love for reading across the campus.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, grades 3-5 will see increases in the percent of students that attain Approaches Level from 82% to 87%.</p> <p>Staff Responsible for Monitoring: Administration, Reading Specialist, Classroom Teachers</p> <p>Action Steps: 1. Targeted professional development on obtaining and tracking data (A4E, OnTrack, HUB). 2. Data reports/conferences with teachers and PLCs 3. Provide Snapshot blueprints to teachers in advance. Review blueprints as part of our PLC sessions. 4. Train teachers on how to filter and populate data reports from OnTrack. 5. Accelerated learning plans and accelerated learning opportunities for students who are struggling 6. Individual data conferences with teachers 7. Obtain authentic literature, chapter books, read alouds, picture books, and a variety of nonfiction texts aligned to the units of inquiry.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide targeted interventions and monitor student progress weekly for Tier III and biweekly for Tier II. Strategy's Expected Result/Impact: By the end of the 2022-23 school year, grades 3-5 will see increases in the percent of students that attain Approaches Level from 82% to 87%. Staff Responsible for Monitoring: Administration, Reading Specialist, IAT Liaison, Classroom Teachers Action Steps: 1. Implement small group instruction blocks as part of our master schedule. 2. Provide training on delivering targeted and effective small group instruction practice during PLC. 3. Ongoing progress monitoring on REN 360 4. Walkthroughs, observations, and TTESS feedback 5. Data analysis template Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize authentic texts aligned to the IB units of inquiry to generate interest and excitement among readers. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, grades 3-5 will see increases in the percent of students that attain Approaches level from 82% to 87%. Staff Responsible for Monitoring: Administration, IB Coordinator, Classroom Teachers Action Steps: 1. Utilize IB Scope and Sequence template to identify book titles for each unit of inquiry. 2. Plan ongoing PYP collaborative planning sessions throughout the year. 3. Walkthroughs, observations, T-TESS feedback. Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

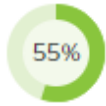
Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

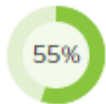
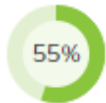




Student Learning
Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. Root Cause: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Measurable Objective 2: 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023.

Evaluation Data Sources: High Frequency Word Evaluation Data Results.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teacher will implement multiple strategies to expose students to High Frequency words and regularly monitor their retention of the High Frequency words. Strategy's Expected Result/Impact: 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023. Staff Responsible for Monitoring: Administrators, Reading Specialist, IAT Liaison, Classroom Teachers Action Steps: 1. Teacher HFW using word walls, games, writing, manipulatives, and reading. 2. Include high-frequency words into Phonics instruction 3. Utilize sound-letter mapping strategy to teach the sight words. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement consistent routines to reinforce HFW study. Strategy's Expected Result/Impact: 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023. Staff Responsible for Monitoring: Administrators, Reading Specialist, IAT Liaison, Classroom Teachers Action Steps: 1. Teacher HFW using word walls, games, writing, manipulatives, and reading. 2. Include high-frequency words into Phonics instruction 3. Utilize sound-letter mapping strategy to teach the sight words. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will assess students with HFW recognition weekly. Strategy's Expected Result/Impact: 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023. Staff Responsible for Monitoring: Administrators, Reading Specialist, IAT Liaison, Classroom Teachers Action Steps: 1. Teacher HFW using word walls, games, writing, manipulatives, and reading. 2. Include high-frequency words into Phonics instruction 3. Utilize sound-letter mapping strategy to teach the sight words. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Measurable Objective 2 Problems of Practice:






Student Learning
Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Measurable Objective 3: By the end of the 2022-2023 school year, 100% of students in Pre-K through 3rd grade will receive the grade level foundation of phonological awareness, decoding skills, and phonics.

Evaluation Data Sources: High Frequency Word Evaluation Data, BRR Running Records, REN360, District Level Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in Kindergarten through Grade 3 will implement lessons and instructional strategies from the Texas HB3 Reading Academy across all RLA instruction.</p> <p>Strategy's Expected Result/Impact: 100% of students between in Kindergarten will read between Level A-D; 1st grade will read between A-I; 2nd grade will read between E-N; and 3rd grade will read between K-Q as evidenced in guided reading levels.</p> <p>Staff Responsible for Monitoring: Administrators, Reading Specialist, IAT Liaison, Classroom Teachers</p> <p>Action Steps: 1. Teachers will be up to date with their HB3 Reading Academy. 2. HB3 Texas Reading Academy strategies and lessons will be discussed during PLC sessions. 3. At-Bats demonstrations will be facilitated during PLC sessions. 4. TADS walkthroughs and observations to ensure classroom implementation of HB3 Reading Academy strategies and lessons.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: New teachers in grades K-3rd grade will complete the HB3 Texas Reading Academy by the expected deadline in the Spring of 2023.</p> <p>Strategy's Expected Result/Impact: 100% of students between in Kindergarten will read between Level A-D; 1st grade will read between A-I; 2nd grade will read between E-N; and 3rd grade will read between K-Q as evidenced in guided reading levels.</p> <p>Staff Responsible for Monitoring: Administrators, Reading Specialist, IAT Liaison, Classroom Teachers</p> <p>Action Steps: 1. Teachers will be up to date with their HB3 Reading Academy. 2. HB3 Texas Reading Academy strategies and lessons will be discussed during PLC sessions. 3. At-Bats demonstrations will be facilitated during PLC sessions. 4. TTESS walkthroughs and observations to ensure classroom implementation of HB3 Reading Academy strategies and lessons</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: All teachers in grades K-3 will implement Really Great Reading curriculum to build phonological awareness, decoding skills, and phonics. Strategy's Expected Result/Impact: 100% of students between in Kindergarten will read between Level A-D; 1st grade will read between A-I; 2nd grade will read between E-N; and 3rd grade will read between K-Q as evidenced in guided reading levels. Staff Responsible for Monitoring: Administrators, Reading Specialist, IAT Liaison, Classroom Teachers Action Steps: 1. Teachers will be up to date with their HB3 Reading Academy. 2. HB3 Texas Reading Academy strategies and lessons will be discussed during PLC sessions. 3. At-Bats demonstrations will be facilitated during PLC sessions. 4. T-TESS walkthroughs and observations to ensure classroom implementation of HB3 Reading Academy strategies and lessons Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. Root Cause: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH- The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets grade level standard on Math STAAR will increase 10% percentage points, from 32% in the Spring of 2022 to 42% in the Spring of 2023.


Strategic Priorities:


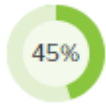




Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Overall campus STAAR Math Approaches achievement level will increase from 76% to 86%; Meets level will increase from 44% to 54%; and Masters level will increase from 22% to 32%.

Evaluation Data Sources: Mock STAAR results, District Level Assessments and Snapshots, Imagine Math, and REN 360 results.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers utilize tier 1 teaching suggestions from HISD Math Planning Guide with fidelity.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, the overall campus STAAR math Approaches level will increase from 76% to 86%.</p> <p>Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers</p> <p>Action Steps: 1. Targeted professional development on A4E, OnTrack, HUB resources 2. Data reports/conferences with teachers and PLCs 3. TTESS Walkthroughs and Observations 4. Analyze Snapshot blueprints in advance to ensure teachers review and keep pace with the blueprints. 5. Teachers will identify students who are not showing growth or are digressing, and will target them for interventions during and after school. 6. Targeted professional development focused on reserach-based math instructional strategies and small group instruction. 7. Accelerated learning plans and accelerated learning opportunities for students that are struggling 8. Conduct frequent coaching, observation, and walkthroughs to ensure effective first instruction 9. Utilize math manipulatives. 10. Monitor interventions and small group instruction as part of our master schedule.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement Think Up Math (Mentoring Minds) with fidelity across the curriculum. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, the overall campus STAAR math Approaches level will increase from 76% to 86%. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers, ESSR Intervention Teacher Action Steps: 1. Targeted professional development from Mentoring Minds consultant on an ongoing basis. 2. TTESS Walkthroughs and Observations. 3. Common assessments from Think Up Math on a bi-weekly basis during PLC. 4. Use of math manipulatives to support instructional strategies from Think Up Math. 5. Monitor interventions and small group instruction as part of our master schedule. 6. Conduct frequent coaching, observation, and walkthroughs to ensure effective first instruction 7. Accelerated learning plans and accelerated learning opportunities for students that are struggling Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$15,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement Zearn with fidelity as part of our District-led pilot study. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, the overall campus STAAR math Approaches level will increase from 76% to 86%. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers, ESSER Intervention Teacher Action Steps: 1. Targeted professional development from Mentoring Minds consultant on an ongoing basis. 2. TTESS Walkthroughs and Observations. 3. Common assessments from Think Up Math on a bi-weekly basis during PLC. 4. Use of math manipulatives to support instructional strategies from Think Up Math. 5. Monitor interventions and small group instruction as part of our master schedule. 6. Conduct frequent coaching, observation, and walkthroughs to ensure effective first instruction 7. Accelerated learning plans and accelerated learning opportunities for students that are struggling Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:


Student Learning







Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. **Root Cause:** The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.

Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Measurable Objective 2: By the end of the 2022-23 school year, at least 80% of Patterson students will grow at least 5 percentile points as reflected on the Universal Screener.

Evaluation Data Sources: REN 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small-group intervention with fidelity.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener.</p> <p>Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers</p> <p>Action Steps: 1. Implement targeted math small group instruction as part of our master schedule. 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling. 3. TTESS observations and walkthroughs. 4. Implement Measuring Up, Fast Focus/Countdown to STAAR, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction. 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with the blueprints.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: Teachers will allow for at least 30 minutes of independent practice to reinforce taught math concept/skill. Strategy's Expected Result/Impact: At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers Action Steps: 1. Implement targeted math small group instruction as part of our master schedule. 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling. 3. TTESS observations and walkthroughs. 4. Implement Measuring Up, Fast Focus/Countdown to STAAR, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction. 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with the blueprints. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement daily skills building exercises to support students' math fluency. Strategy's Expected Result/Impact: At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers Action Steps: 1. Implement targeted math small group instruction as part of our master schedule. 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling. 3. TTESS observations and walkthroughs. 4. Implement Measuring Up, Fast Focus/Countdown to STAAR, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction. 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with the blueprints. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
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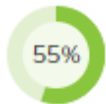





Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. Root Cause: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.
Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Measurable Objective 3: 100% of Tier 2 & Tier 3 students will receive tiered support in math instruction and demonstrate math progress by the end of the year as evidenced in REN360, Mock STAAR results, Imagine Math, Zearn, and District assessments.

Evaluation Data Sources: Mock STAAR results, District Level Assessments and Snapshots, Imagine Math, Zearn, and REN 360 results

Strategy 1 Details	Reviews			
Strategy 1: Teacher will ensure students are completing all modules of Imagine Math. Strategy's Expected Result/Impact: 100% of students will grow at least 5 percentile points as reflected on the Universal Screener. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers Action Steps: 1. Utilize ancillary time in the computer lab for students to work on math modules in Imagine Math. 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling. 3. TTESS observations and walkthroughs. 4. Implement Measuring Up, Fast Focus/Countdown to STAAR, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction. 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with the blueprints. 6. Use of math workstations as teachers facilitate small group instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will ensure students are completing at least three Zearn lessons per week. Strategy's Expected Result/Impact: 100% of students will grow at least 5 percentile points as reflected on the Universal Screener. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers Action Steps: 1. Utilize ancillary time in the computer lab for students to work on math modules in Imagine Math. 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling. 3. TTESS observations and walkthroughs. 4. Implement Measuring Up, Fast Focus/Countdown to STAAR, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction. 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with the blueprints. 6. Use of math workstations as teachers facilitate small group instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will deliver consistent interventions at least three times per week as part of our schoolwide intervention block on our master schedule. Strategy's Expected Result/Impact: 100% of students will grow at least 5 percentile points as reflected on the Universal Screener. Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers Action Steps: 1. Utilize ancillary time in the computer lab for students to work on math modules in Imagine Math. 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling. 3. T-TESS observations and walkthroughs. 4. Implement Measuring Up, Fast Focus/Countdown to STAAR, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction. 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with the blueprints. 6. Use of math workstations as teachers facilitate small group instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3 Problems of Practice:

Demographics

Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Student Learning

Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. **Root Cause:** The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.

Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

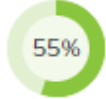
Goal 1: SCHOOL PROGRESS - 100% of our students in grades PK-5th grade will be engaged in the International Baccalaureate Primary Years Program as evidenced by student work artifacts and formative assessment artifacts in student portfolios.







Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 80% of teachers will implement the IB units of inquiry across RLA, science and social studies.

Evaluation Data Sources: IB planners, student portfolios, IB formative assessments and summative assessments, PYP exhibition self-assessment reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All teachers will integrate the central idea and lines of inquiry across literature, science and social studies texts.</p> <p>Strategy's Expected Result/Impact: All students will be on grade level reading as evidenced in REN360 reports.</p> <p>Staff Responsible for Monitoring: Administration, IB Coordinator, Team Leads, Teachers</p> <p>Action Steps: 1. Teachers will post their central idea and lines of inquiry. 2. Teachers will plan weekly instruction according to the IB unit of inquiry central idea and lines of inquiry. 3. Teachers will facilitate formative assessments throughout the unit of inquiry and provide students with opportunities to self reflect. 4. Utilize student portfolios.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy</p> <p>Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will select one authentic text per unit of inquiry to engage readers. Strategy's Expected Result/Impact: All students will be on grade level reading as evidenced in REN360 reports. Staff Responsible for Monitoring: Administration, IB Coordinator, Team Leads, Teachers Action Steps: 1. Teachers will post their central idea and lines of inquiry. 2. Teachers will plan weekly instruction according to the IB unit of inquiry central idea and lines of inquiry. 3. Teachers will facilitate formative assessments throughout the unit of inquiry and provide students with opportunities to self reflect. 4. Utilize student portfolios. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: New teachers will receive an IB overview session in a small group setting to support them with IB implementation. Strategy's Expected Result/Impact: All students will be on grade level reading as evidenced in REN360 reports. Staff Responsible for Monitoring: Administration, IB Coordinator, Team Leads, Teachers Action Steps: 1. Teachers will post their central idea and lines of inquiry. 2. Teachers will plan weekly instruction according to the IB unit of inquiry central idea and lines of inquiry. 3. Teachers will facilitate formative assessments throughout the unit of inquiry and provide students with opportunities to self reflect. 4. Utilize student portfolios. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 1 Problems of Practice:







Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Student Learning
<p>Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. Root Cause: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.</p> <p>Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.</p>
School Processes & Programs
<p>Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. Root Cause: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.</p>

Measurable Objective 2: By the end of the 2022-23 school year, special education students, African American students, and English learners will increase by one performance level on at least one STAAR subtest. Campus identified GT students will increase from 5% to 10%.

Evaluation Data Sources: 2021 STAAR assessment data, formal and informal assessment results, OnTrack data reports, TELPAS results, STAAR data, CogAT Assessment data results, IOWA/Logramos data results, EOY assessment data, REN360, High Frequency Word Evaluation results, Imagine Math and Language usage data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify their subgroups (AA, SPED, ELs, GT, ED, At-Risk students) and maintain ongoing data tracking in reading and math utilizing data cards, OnTrack reports, and Progress Monitoring.</p> <p>Strategy's Expected Result/Impact: Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report.</p> <p>Staff Responsible for Monitoring: Administration, Sheltered Instruction Coach, Classroom Teachers, GT Coordinator, Title I Coordinator</p> <p>Action Steps: 1. Teachers will take the training required by the GT department to identify students for testing. 2. Teachers will identify students and submit candidates to GT coordinator. 3. All new teachers will complete the required 30 hours for GT training. 4. All returning teachers will complete the 6-hour GT update. 5. PLC sessions will focus on supporting subgroups in reading and math. 6. Accelerated learning groups will track subgroup performance.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will facilitate data conversations with subgroups and set target goals after every assessment. The teacher will be responsible for working closely with grade level administrator, interventionist, and IAT liaison, and will maintain ongoing communication for students who are not making gains.</p> <p>Strategy's Expected Result/Impact: Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report.</p> <p>Staff Responsible for Monitoring: Administration, IAT liaison, Sheltered Instruction Coach, Classroom Teachers, GT Coordinator, Title I Coordinator</p> <p>Action Steps: 1. Train teachers to sort and download OnTrack data reports. 2. Train teachers on DDI strategies following unit/district assessments. 3. Small group instruction will be implemented per our master schedule. 4. HB 4545 accelerated learning groups will support ELs with reading. 5. Teachers will track student performance using data cards, data trackers, and IB student portfolios. 6. Teachers will analyze writing samples, IB student portfolio work samples, and authentic assessment artifacts to track student proficiency levels.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide targeted intervention supports to student subgroups at least three times per week according to our master schedule.</p> <p>Strategy's Expected Result/Impact: Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report.</p> <p>Staff Responsible for Monitoring: Administration, IAT liaison, Sheltered Instruction Coach, Classroom Teachers, GT Coordinator, Title I Coordinator</p> <p>Action Steps: 1. Train teachers to sort and download OnTrack data reports. 2. Train teachers on DDI strategies following unit/district assessments. 3. Small group instruction will be implemented per our master schedule. 4. HB 4545 accelerated learning groups will support ELs with reading. 5. Teachers will track student performance using data cards, data trackers, and IB student portfolios. 6. Teachers will analyze writing samples, IB student portfolio work samples, and authentic assessment artifacts to track student proficiency levels.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. Root Cause: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.
School Processes & Programs
Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. Root Cause: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Measurable Objective 3: 100% of Patterson 5th graders will complete the IB Exhibition by the end of 2022-2023 as evidenced in student portfolios and exhibition presentations.

Evaluation Data Sources: Student portfolios, parent attendance sheets, student attendance day on Exhibition day, Exhibition student self-assessment reflections

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive ongoing PD in the Primary Years Program during PLC and PYP collaborative planning sessions. Strategy's Expected Result/Impact: Patterson will demonstrate 100% compliance with IB Standards and Practices. Staff Responsible for Monitoring: IB Coordinator, Administration, Teachers Action Steps: 1. Complete Category 1 Making the PYP Happen Workshop. 2. Attend Category 1 Building for the Future workshop by December 2021. 3. Plan weekly PYP collaborative planning sessions and arrange for class coverage. 4. Train teachers to utilize the enhanced PYP planners to maintain up to date with the enhanced PYP. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will generate IB exhibition excitement among their 5th graders by reinforcing the sustainable development goals and action in their units of inquiry. Strategy's Expected Result/Impact: Patterson will demonstrate 100% compliance with IB Standards and Practices. Staff Responsible for Monitoring: IB Coordinator, Administration, Teachers Action Steps: 1. Complete Category 1 Making the PYP Happen Workshop. 2. Attend Category 1 Building for the Future workshop by December 2021. 3. Plan weekly PYP collaborative planning sessions and arrange for class coverage. 4. Train teachers to utilize the enhanced PYP planners to maintain up to date with the enhanced PYP. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will build time in their weekly schedule to allow for open inquiry under any of the sustainable development goals. Strategy's Expected Result/Impact: Patterson will demonstrate 100% compliance with IB Standards and Practices. Staff Responsible for Monitoring: IB Coordinator, Administration, Teachers Action Steps: 1. Complete Category 1 Making the PYP Happen Workshop. 2. Attend Category 1 Building for the Future workshop by December 2021. 3. Plan weekly PYP collaborative planning sessions and arrange for class coverage. 4. Train teachers to utilize the enhanced PYP planners to maintain up to date with the enhanced PYP. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Student Learning

Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

School Processes & Programs

Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. **Root Cause:** Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Perceptions


Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. **Root Cause:** The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.







Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS - By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 5% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023. 100% of our EL subgroup will grow one proficiency level as evidenced in 2023 TELPAS results.

Measurable Objective 1: By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 5% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023.

Evaluation Data Sources: Benchmark data, REN 360, Progress Monitoring, Formative Assessment Results, STAAR results, TELPAS results, TADS walkthroughs and observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will receive professional development opportunities to collaborate with the SPED Program Specialist, SPED department chair, and SPED administrators to ensure students' IEP accommodations are implemented early and consistently.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 5% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023.</p> <p>Staff Responsible for Monitoring: SPED Program Specialist, SPED Administrator, SPED Department Chair, Administrators, and Classroom Teachers.</p> <p>Action Steps: 1. Identify all campus SPED students. 2. Ensure all teachers have their students' IEPs and understand implementation. 3. Resource teacher will coordinate, schedule, distribute pullout schedule by XX. 4. Provide specific training to identify students who may show signs of dyslexia. 5. Provide accelerated learning instruction and intervention to students who did not meet standards on STAAR reading and/or math.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students with special needs will participate in Accelerated Learning in either reading or math/both as applicable under HB 4545 guidelines.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 5% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023.</p> <p>Staff Responsible for Monitoring: Administrators, HB 4545 Coordinator, SPED Administrator, SPED Department Chair, and Classroom Teachers.</p> <p>Action Steps: 1. Identify all campus SPED students. 2. Ensure all teachers have their students' IEPs and understand implementation. 3. HB 4545 liaison will coordinate, schedule, distribute Accelerated Learning schedules by 9/26/22. 4. Train all staff who will support Accelerated Learning groups with reading and math content knowledge and instructional strategies. 5. Provide accelerated learning instruction and intervention to students who did not meet standards on STAAR reading and/or math.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will identify their subgroups (AA, SPED, ELs, GT, ED, At-Risk students) and maintain ongoing data tracking in reading and math utilizing data cards, OnTrack reports, and Progress Monitoring.</p> <p>Strategy's Expected Result/Impact: Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report.</p> <p>Staff Responsible for Monitoring: Sheltered Instruction Coach, LPAC Coordinator, Administration</p> <p>Action Steps: 1. Teachers will obtain ESL certification. 2. Sheltered Instruction Coach will deliver strategies and model to teachers during PLC and during classroom visits. 3. Teachers will receive Seidlitz resources with strategies and 7 components of sheltered instruction. 4. Teachers will complete all required dual language trainings. 5. Teachers and administration will track released TELPAS data results.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:


Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. Root Cause: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data. Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.







Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE-By the end of the 2022-23 school year, the ADA student attendance rate will increase from 90.6% in the Spring of 2022 to 96% in the Spring of 2023.

Measurable Objective 1: By the end of the 2022-23 school year, the ADA student attendance rate will increase from 90.6% in the Spring of 2022 to 96% in the Spring of 2023.

Evaluation Data Sources: HISD Connect, Attendance Records per student class and grade level, A4E attendance analyzer, documentation of students, classes, and grade levels qualifying for incentives/rewards, parent and/or teacher/administrator conferences and documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will implement a visible bulletin board attendance tracker to highlight overall class attendance and to recognize when a class attained 100% attendance for the week. Campus will provide incentives to classes with 100% attendance for the week.</p> <p>Strategy's Expected Result/Impact: To increase student's daily attendance in grades PK-5 in order to attain XX by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Administration, teachers, SIR, Student Recognition Committee</p> <p>Action Steps: 1. Student Recognition Committee will review with ideas with teachers on establishing bulletin board trackers and incentives. 2. Boards will be updated weekly.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will submit names to the Main Office so they can begin making phone calls by 7:45-7:50. Names will be submitted to the front office for a follow up call. After 3 absences, teachers will schedule a meeting with an administrator and the parent to discuss the importance of attendance. After 5 absences teachers will prepare a referral for a home visit. Strategy's Expected Result/Impact: Increase in students' daily attendance in grades PK-5 in order to attain our goal of XX by the end of the 2022-2023 school year Staff Responsible for Monitoring: Administration, SIR, teachers, front office clerks. Action Steps: 1. Training on attendance procedures during August Pre-Service. 2. Generate daily HISD Connect attendance reports to target students with chronic absences. 3. Conduct daily check ins with teacher and SIR. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: 100% of Pre-K Teachers and Teacher Assistants will contact parents of Pre-K students who are not seated in class by 8:00 a.m. Strategy's Expected Result/Impact: Pre-K attendance rate will increase by 1 percentage point by the end of 2022-23 school year. Staff Responsible for Monitoring: Pre-K Teachers, Administration, Teacher Assistants, Office Staff Action Steps: 1. Take attendance by 8:00 a.m. 2. Assign Pre-K TA or office staff to begin making phone calls. 3. Track students who are constantly absent and begin conducting home visits after the 3rd absence. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Perceptions



Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. **Root Cause:** The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.






Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE- By the end of the 2022-2023 school year our out-of-school and in-school suspensions will be reduced from 1 in 2021-22 to 0 in 2022-2023.

Measurable Objective 1: 100% of discipline referrals will be processed through restorative practices/restorative circles across the campus.

Evaluation Data Sources: Administrator feedback to teachers through observations, walkthroughs and coaching. Teacher documentation of student discipline concerns; Parent/Teacher/Administrator conference records; HISD Connect; Discipline records.

Strategy 1 Details	Reviews			
Strategy 1: The school counselor and classroom teachers will implement SEL strategies based on restorative discipline practices to provide students with opportunities to self-correct and reflect to foster appropriate social skills for good conduct. All campus staff will also model to students the PYP's Approaches to Learning and IB Learner Profile attributes. Strategy's Expected Result/Impact: Teachers will spend more time on instruction and there will be a significant reduction in discipline referrals. Staff Responsible for Monitoring: Administration, teachers, and staff Action Steps: Classroom guidance lessons by school counselor, PYP curriculum, SEL strategies Title I: 2.5, 2.6 Funding Sources: - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of grade levels will be supported in monthly Response to Intervention meetings for behavior management. Strategy's Expected Result/Impact: Implement restorative discipline practices campus-wide. Staff Responsible for Monitoring: Administrators, IAT Manager Action Steps: Meeting regularly with teachers to implement behavior interventions and track student behavior over time. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will receive classroom guidance lessons, have access to group and individual counseling, and have opportunities to receive outside help if needed. Strategy's Expected Result/Impact: Office Visits for Discipline will be reduced to 1 per week. Staff Responsible for Monitoring: Classroom Teachers, Administrative Team, Counselor Action Steps: 1. Students will receive classroom guidance lessons 2. Students will have opportunities for individual counseling 3. Students will have opportunities for group counseling 4. Teachers will receive professional development in restorative practices Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:



Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. Root Cause: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.
Perceptions
Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. Root Cause: The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.






Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION-By the end of the 2022-23 school year, 100% of Patterson staff members will increase students' and staff awareness of prevention practices in Bullying, Child Abuse, Sexual Abuse and Discipline Management as evidenced in OneSource compliance course completion report.

Measurable Objective 1: By the end of the 2022-2023 school year we will increase students' and staff awareness of prevention practices in Bullying, Child Abuse, Sexual Abuse and Discipline Management by 100% as evidenced in OneSource compliance documents.

Evaluation Data Sources: OneSource transcripts and/or course completion certificates

Strategy 1 Details	Reviews			
Strategy 1: Implement online professional development for students, teachers and staff to ensure awareness of prevention practices. Strategy's Expected Result/Impact: To increase the safety and well being of students Staff Responsible for Monitoring: Administration, teachers, and staff Action Steps: Teachers will complete compliance training courses over suicide prevention, bullying, and child abuse Teacher will receive SEL strategies during PLC with School Counselor. Teachers will include SEL strategies and activities as part of their IB units of inquiry. Faculty, staff, and students will participate in all safety drills. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Compliance courses and follow up professional develop provided by school counselor and SEL specialist. Strategy's Expected Result/Impact: 100% of teachers and staff will be up to date with HISD compliance courses. Staff Responsible for Monitoring: School counselor, Principal, Assistant Principal, Instructional Specialist Action Steps: Complete all required HISD compliance courses. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teacher and Counselor will embed Restorative Justice in school wide practices. Strategy's Expected Result/Impact: Reduction in office referrals. Increased positive reinforcement on campus. Staff Responsible for Monitoring: Teachers, Students, School Counselor Action Steps: Provide professional development on behavior interventions that can be used in the classroom. Implement restorative discipline practices campus-wide. Meeting regularly with teachers to implement behavior interventions and track student behavior over time. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 1 Problems of Practice:


Student Learning
Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. Root Cause: Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.
Perceptions
Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. Root Cause: The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.







Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 5% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023.

Evaluation Data Sources: Increased growth for special education in reading and mathematics as measured by their performance on campus, district and state

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Classroom teachers will receive professional development opportunities to collaborate with the SPED Program Specialist, SPED department chair, and SPED administrators to ensure students' IEP accommodations are implemented early and consistently.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase XX in the Spring of 2022 to XX in the Spring of 2023.</p> <p>Staff Responsible for Monitoring: Program Specialist, Administration, Teachers and Special Ed Department Chair</p> <p>Action Steps: 1. Identify all campus SPED students. 2. Ensure all teachers have their students' IEPs and understand implementation. 3. Resource teacher will coordinate, schedule, distribute pullout schedule by 9/7/2021. 4. Provide specific training to identify students who may show signs of dyslexia. 5. Provide accelerated learning instruction and intervention to students who did not meet standards on STAAR reading and/or math.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details		Reviews			
Strategy 2: 100% of teachers will support students with special needs through IEP accommodations and small group instruction as evidenced in T-TESS walkthroughs and observations. Strategy's Expected Result/Impact: Increased growth for special education in mathematics as measured by their performance on campus, district and state assessments Staff Responsible for Monitoring: Program Specialist, Administration, Teachers and Special Ed Department Chair Action Steps: 1. Ensure all teachers have their student's IEP's 2. Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed 3. Identify specialized PLC dates to meet with teachers 4. Provide specific training to teachers on indicators to watch for in students who may be dyslexic 5. Assist teachers in deciding accommodations for Sp. Ed. students Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide general education teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom. Strategy's Expected Result/Impact: Increased growth for special education in mathematics as measured by their performance on campus, district and state assessments Staff Responsible for Monitoring: Program Specialist, Administration, Teachers and Special Ed Department Chair Action Steps: 1. Ensure all teachers have their student's IEP's 2. Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed 3. Identify specialized PLC dates to meet with teachers 4. Provide specific training to teachers on indicators to watch for in students who may be dyslexic 5. Assist teachers in deciding accommodations for Sp. Ed. students Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Student Learning

Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Perceptions

Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. **Root Cause:** The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.

Board Goal 5: N/A - Additional Campus Goals


Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.







Measurable Objective 1: 1. By the end of the 2022-2023 school year, every EL in 2nd-5th grade will grow one proficiency level as evidenced in TELPAS 2023 results.

2. Our will increase our campus identified GT students from 4% to 9%.

3. 100% of students receiving dyslexia services will demonstrate growth on STAAR RLA from 2022 to 2023.

Evaluation Data Sources: TELPAS results, STAAR results, Universal Screener/REN 360, Running Records, District assessments, Released TELPAS assessments, Imagine Learning

Strategy 1 Details		Reviews			
Strategy 1: All teachers will implement sheltered instruction strategies and dual language components across the disciplines Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, every EL in 2nd-5th grade will grow one proficiency level as evidenced in TELPAS results. Staff Responsible for Monitoring: Sheltered Instruction Coach, Administrators, Classroom Teachers Action Steps: 1. Train teachers to sort and download OnTrack data reports. 2. Train teachers on DDI strategies following unit/district assessments. 3. Small group instruction will be implemented per our master schedule. 4. HB 4545 accelerated learning groups will support ELs with reading. 5. Teachers will track student performance using data cards, data trackers, and IB student portfolios. 6. Teachers will analyze writing samples, IB student portfolio work samples, and authentic assessment artifacts to track student proficiency levels. 7. At-Bat Planning Sessions 8. TADS Coaching and Feedback Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive PD on identifying traits and characteristics of gifted learners to support them in early identification of potential GT students. Strategy's Expected Result/Impact: Our will increase our campus identified GT students from 4% to 9% by the end of 2022-23. Staff Responsible for Monitoring: GT coordinator, administrators, teachers Action Steps: 1. Revisit qualities and characteristics of gifted learners. 2. Facilitate a brief PLC on the GT identification process. 3. Train teachers to allow for open ended inquiry hour in their classrooms to support gifted and talented students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers of students receiving dyslexia services will provide tiered small group instruction in RLA and math. Strategy's Expected Result/Impact: 100% of students receiving dyslexia services will demonstrate growth on STAAR RLA from 2022 to 2023. Staff Responsible for Monitoring: Dyslexia teacher, Administrators, SPED Department Chair, Classroom Teachers Action Steps: 1. Ensure all teacher shave their students' IEPs. 2. Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed 3. Identify specialized PLC dates to meet with teachers 4. Provide specific training to teachers on indicators to watch for in students who may be dyslexic 5. Assist teachers in deciding accommodations for Sp. Ed. students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

Student Learning

Problem of Practice 2: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. **Root Cause:** Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.

School Processes & Programs

Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. **Root Cause:** Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT-By the end of the 2022-2023 school year, we will attain Platinum status as awarded by the Family and Community Engagement Department. We will increase our family and community engagement through planned school events.

Strategic Priorities:


Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency











Measurable Objective 1: By the end of the 2022-2023 school year we will increase our family and community engagement through planned school events.

By the end of the 2022-2023 school year, conduct 4 Building Relationship activities as defined by FACE Department.

By the end of the 2022-2023 school year, campus will provide services and resources for families.

Evaluation Data Sources: Number and variety of attendees (Sign-in sheets) from various campus based events for parents, attendance rates, community sponsorships and participation in campus based events

Strategy 1 Details	Reviews			
Strategy 1: Implement FTF Title I Parent Meetings, IB & Literature Cafe, Outdoor Fall Festival, Literacy/Math Family Nights, and Houston Food Bank Community Giveaways. Strategy's Expected Result/Impact: Increase our family and community engagement through planned school events. Staff Responsible for Monitoring: Title I Coordinator, School Counselor, Interventionists, Administration, Classroom Teachers, PTO Action Steps: 1. Plan IB & Literature Cafe Nights 2. Coordinate events with school committees. 3. Continue FACE partnership with HISD to maintain Family Friendly Platinum status Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Parent Engagement Coordinator will plan and coordinate building relationship activities for students and families. Strategy's Expected Result/Impact: Parents will learn ways to help their children at home. Staff Responsible for Monitoring: Counselor, Administrative Team Action Steps: 1. Plan and coordinate family events. 2. Distribute training materials for parents. 3. Provide parents with training opportunities. 4. Provide parents with opportunities to watch a recorded session if they missed the trainings. 5. Family and student learning opportunities through Family Math Night, Family Literacy Night, and other school-wide activities. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus will have an available space for resource requests for families. Strategy's Expected Result/Impact: Families will indicate positive feedback on campus efforts to support community engagement as evidenced in parent surveys. Staff Responsible for Monitoring: Administrators, Teachers, Wrap Around Specialist, Counselor Action Steps: 1. Have a designated space for parent information and resource request. 2. Distribute flyers for community resources. 3. Invite families to community events to help with financial needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. Root Cause: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.

School Processes & Programs

Problem of Practice 1: Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of transdisciplinarity and concept-based planning and teaching. **Root Cause:** Faculty turnover over the last two years and the COVID-19 Pandemic have led to learning loss of our understanding and application of the IB Primary Years Program.

Perceptions

Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. **Root Cause:** The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.

Board Goal 5: N/A - Additional Campus Goals





Goal 7: MANDATED HEALTH SERVICES-The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.






Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 27, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Strategy's Expected Result/Impact: To attain 100% completion. Staff Responsible for Monitoring: School Nurse Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I: 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide school nurse with support to ensure vision data are complete. Strategy's Expected Result/Impact: Attain 100% completion. Staff Responsible for Monitoring: School Nurse Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide school nurse with support to ensure hearing screening data are complete. Strategy's Expected Result/Impact: Attain 100% completion. Staff Responsible for Monitoring: School Nurse Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:



Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Perceptions
Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. Root Cause: The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.






Board Goal 5: N/A - Additional Campus Goals**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Measurable Objective 1: By the end of the 2022-2023 school year we will increase our students and families' health and well-being through planned school events and health partners.

Evaluation Data Sources: Number and variety of attendees (sign-in sheets) from various campus based events for parents.

Strategy 1 Details	Reviews			
Strategy 1: Implement school and community opportunities focused on health and well being. Strategy's Expected Result/Impact: Increase our students and families health and well being through planned school events and community health partners. Staff Responsible for Monitoring: School Nurse, Wraparound Specialist, Title I Coordinator, Administrators Action Steps: 1. School nurse coordinates annual vision and hearing 2. School nurse will establish partnership with Texas Children's onsite mobile clinic for students an parents 3. Ensure information is distributed on all free programs for parents related to physical and mental health through Wraparound Specialist Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Wraparound Specialist will secure community resources and services during campus events. Strategy's Expected Result/Impact: Increase our students and families health and well being through planned school events and community health partners. Staff Responsible for Monitoring: School Nurse, Wraparound Specialist, Title I Coordinator, Administrators Action Steps: 1. School nurse and wraparound specialist will coordinate health events. 2. School nurse will establish partnership with Texas Children's onsite mobile clinic for students an parents 3. Ensure information is distributed on all free programs for parents related to physical and mental health through Wraparound Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: School Counselor and Wraparound Specialist will partner up during Title I Parent Meetings to bring resources to families. Strategy's Expected Result/Impact: Increase our students and families health and well being through planned school events and community health partners. Staff Responsible for Monitoring: School Nurse, Wraparound Specialist, Title I Coordinator, Administrators Action Steps: 1. School nurse and wraparound specialist will coordinate health events. 2. School nurse will establish partnership with Texas Children's onsite mobile clinic for students an parents 3. Ensure information is distributed on all free programs for parents related to physical and mental health through Wraparound Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. Root Cause: Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Perceptions
Problem of Practice 1: Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. Root Cause: The lack of parental awareness of the importance of foundational reading skills, math skills, and attendance, which are essential for student academic success.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement effective reading best practices and comprehension strategies across all grade levels to instill a love for reading across the campus.
1	1	1	2	Teachers will provide targeted interventions and monitor student progress weekly for Tier III and biweekly for Tier II.
1	1	2	1	Teacher will implement multiple strategies to expose students to High Frequency words and regularly monitor their retention of the High Frequency words.
1	1	3	1	Teachers in Kindergarten through Grade 3 will implement lessons and instructional strategies from the Texas HB3 Reading Academy across all RLA instruction.
2	1	1	1	Teachers utilize tier 1 teaching suggestions from HISD Math Planning Guide with fidelity.
2	1	1	2	Teachers will implement Think Up Math (Mentoring Minds) with fidelity across the curriculum.
2	1	2	1	Teachers will implement small-group intervention with fidelity.
2	1	3	1	Teacher will ensure students are completing all modules of Imagine Math.
3	1	1	1	All teachers will integrate the central idea and lines of inquiry across literature, science and social studies texts.
3	1	2	1	Teachers will identify their subgroups (AA, SPED, ELs, GT, ED, At-Risk students) and maintain ongoing data tracking in reading and math utilizing data cards, OnTrack reports, and Progress Monitoring.
3	1	2	2	Teachers will facilitate data conversations with subgroups and set target goals after every assessment. The teacher will be responsible for working closely with grade level administrator, interventionist, and IAT liason, and will maintain ongoing communication for students who are not making gains.
3	1	3	1	Teachers will receive ongoing PD in the Primary Years Program during PLC and PYP collaborative planning sessions.
4	1	1	1	Classroom teachers will receive professional development opportunities to collaborate with the SPED Program Specialist, SPED department chair, and SPED administrators to ensure students' IEP accommodations are implemented early and consistently.
4	1	1	2	Students with special needs will participate in Accelerated Learning in either reading or math/both as applicable under HB 4545 guidelines.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement effective reading best practices and comprehension strategies across all grade levels to instill a love for reading across the campus.
1	1	1	2	Teachers will provide targeted interventions and monitor student progress weekly for Tier III and biweekly for Tier II.
1	1	2	1	Teacher will implement multiple strategies to expose students to High Frequency words and regularly monitor their retention of the High Frequency words.
1	1	3	1	Teachers in Kindergarten through Grade 3 will implement lessons and instructional strategies from the Texas HB3 Reading Academy across all RLA instruction.
2	1	1	1	Teachers utilize tier 1 teaching suggestions from HISD Math Planning Guide with fidelity.
2	1	1	2	Teachers will implement Think Up Math (Mentoring Minds) with fidelity across the curriculum.
2	1	2	1	Teachers will implement small-group intervention with fidelity.
2	1	3	1	Teacher will ensure students are completing all modules of Imagine Math.
3	1	2	2	Teachers will facilitate data conversations with subgroups and set target goals after every assessment. The teacher will be responsible for working closely with grade level administrator, interventionist, and IAT liason, and will maintain ongoing communication for students who are not making gains.
3	1	3	1	Teachers will receive ongoing PD in the Primary Years Program during PLC and PYP collaborative planning sessions.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Who We Are

Patterson Elementary, located in southeast Houston, has served the community of Meadowcreek Village and the surrounding areas since 1958. Meadowcreek Village, one of Houston's first planned communities, and its surrounding areas have a population of 32,561 (2010 census data). The ethnicity of the neighborhood is 82% Hispanic, 66% White, 6% African American, 5% Asian, and 27% other. The Meadowcreek Village Civic Club is responsible for many services and improvements to the neighborhood. Patterson has strong parental involvement that is represented by quarterly parent meetings and the PTO. Patterson currently has an instructional staff of 67, the ethnicity of which is 37% White, 48% Hispanic, 4% Asian, and 9% African American. The percentage of the teachers at Patterson that is highly qualified in the core academic areas is 100%. The current profile for teachers in the program is 64% Regular, 36% Bilingual, 100% Gifted and Talented, and 6% Special Education. Patterson Elementary currently serves 909 students in Pre-Kindergarten through Grade 5. Patterson is a school-wide Title I school. Our campus demographics are as follows: 44% English learners; 56% At Risk; 7% Special Education; 5.2% Gifted and Talented; and 0.4% Overage. Our ethnicity demographics are as follows: 91.9% Hispanic; 5.6% African American; 1.4% White; 0.7% Asian; and 0.4% Other.

Patterson is a part of the Houston Independent School District. HISD is the largest public school system in Texas and the eighth largest in the United States. Houston ISD serves as a community school district for most of the city of Houston and several nearby and insular municipalities in addition to some unincorporated areas.

Patterson is a neighborhood magnet campus that allows Pre-Kindergarten through 5th-grade students who are not geographically zoned to our campus the opportunity to transfer to our campus to take part in our academic programs. Our Literature Magnet Program provides students with literature-based fine arts classes and extra-curricular activities and Districtwide contests.

Patterson Elementary implements the 50/50 dual-language model continuum across grades Pre-Kindergarten to Fifth Grade. Under this model, students can develop proficiency in both English and Spanish for half of the day in each language.

Patterson Elementary is an authorized International Baccalaureate (IB) World School delivering the Primary Years Programme (PYP). IB World Schools share a common philosophy – a commitment to improve teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision. **

Patterson services many students within the Special Education department under the programs of Structured Learning Class-Alternative for those students with autism who display behavioral challenges, inclusion support for those students who receive instructional support within the general education classroom, Speech Services, 504 Educational Services and Dyslexia Services.

Where We Stand

Patterson Elementary is an **A-rated campus** per 2021-2022 TEA Accountability Standards. Patterson **increased 9 points** from a B-rating of 83 in 2019 to an A-rating score of 92 in 2022. Additionally, Patterson earned one Distinction under **Closing Achievement Gaps**.

On the 2021-2022 Reading STAAR in grades 3-5, our Approaches data averaged at about 82%; our campus attained 57% in Meets and 33% in Masters. Despite the many obstacles that carried over from COVID year 2020-21, we improved significantly in reading. Our fifth-grade students outperformed our third and fourth graders in both reading and math. Our Reading STAAR results outperformed the Houston ISD reading average.

On the Math STAAR in grades 3-5, our data averaged at about 76% Approaches, 44% Meets, and 22% Masters. In 2021, our campus attained 52% Approaches, 26% Meets, and 13% Masters. Based on our data, our campus increased 14 points from Approaches, 18 points from Meets, and 9 points from master's level in 2021. While we are proud of our math gains from 2021, we need a targeted approach to planning and teaching math instruction campus wide to bring our students to grade level math instruction, and to ensure math continuity across all grade levels.

Our students are still recovering from the COVID-19 learning loss. Several of our students are one grade level behind in math and reading. Our first instructional focus area in 2022-23 is to address the math learning loss, while continuing to strengthen our RLA instruction using best practices and data-driven instructional planning strategies. In 2022-2023, our focus will be to increase our students' success rate under Domain I Student Achievement. Our second instructional focus will continue to target the needs of students with disabilities, Hispanic, African American, English learner, and economically- disadvantaged subgroups under Domain 3. While we successfully closed gaps with an accountability score of 88 under Domain 3, we will continue to target our subgroups through consistent interventions. Our third instructional focus area is to strengthen our IB PYP program.

Close monitoring of student achievement data will help us to identify and target areas that we need to focus on. Additionally, we will continue to monitor students across all grade levels through Circle Assessments, Renaissance 360, High Frequency Word Evaluations, Snapshots, and Exit Ticket Trackers. We will involve teachers, parents, and the community in ensuring that Patterson meets or exceeds the academic needs of its students and the community. Our campus-wide measurable objectives will be outlined as follows:

Measurable Objectives

ELAR: The percent of 3rd grade students performing at or above grade level in reading as measured at the Meets Grade Level Standard on STAAR Reading will increase 5% percentage points, from 51% in the Spring of 2022 to 56% in the Spring of 2023.

- By the end of the 2022-2023 school year, the combined percentage of students meeting the Approaches Level on STAAR Reading will increase from 82% to 87%; Meets Level will increase from 57% to 62%; and Masters Level will increase from 33% to 38% as measured by STAAR 2023.
- 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023.
- By the end of the 2022-2023 school year, 100% of students in Pre-K through 3rd grade will receive the grade level foundation of phonological awareness, decoding skills, and phonics.

MATH: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets grade level standard on Math STAAR will increase 10% percentage points, from 32% in the Spring of 2022 to 42% in the Spring of 2023.

- Overall campus STAAR Math Approaches achievement level will increase from 76% to 86%; Meets level will increase from 44% to 54%; and Master's level will increase from 22% to 32%.
- By the end of the 2022-23 school year, at least 80% of Patterson students will grow at least 5 percentile points as reflected on the Universal Screener.
- 100% of Tier 2 & Tier 3 students will receive tiered support in math instruction and demonstrate math progress by the end of the year as evidenced in REN360, Mock STAAR results, Imagine Math, and District assessments.

SCHOOL PROGRESS: 100% of our students in grades PK-5th grade will be engaged in the International Baccalaureate Primary Years Program as evidenced by student work artifacts and formative assessment artifacts in student portfolios.

- 80% of teachers will implement the IB units of inquiry across RLA, science and social studies.
- By the end of the 2022-23 school year, special education students, African American students, and English learners will attain Approaches level or higher on at least one STAAR subtest.
- Campus identified GT students will increase from 5% to 10%.
- 100% of Patterson 5th graders will complete the IB Exhibition by the end of 2022-2023 as evidenced in student portfolios and exhibition presentations.

CLOSING GAPS: By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 10% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023. 100% of our EL subgroup will grow one proficiency level as evidenced in 2023 TELPAS results.

- By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 10% percentage points, from 33% reading / 30% math in the Spring of 2022 to 38% reading / 35% math in the Spring of 2023.
- 100% of teachers will implement sheltered instruction strategies and dual language components across the disciplines.
- By the end of the 2022-23 school year, continuously/non-continuously enrolled students, special education students, African American students, and English learners will attain Meets level or higher on at least one STAAR subtest.

ATTENDANCE: By the end of the 2022-23 school year, the ADA student attendance rate will increase from 90.6% in the Spring of 2022 to 96% in the Spring of 2023.

- By the end of the 2022-23 school year, the ADA student attendance rate will increase from 90.6% in the Spring of 2022 to 96% in the Spring of 2023.
- Pre-K attendance rate will increase by 1% by end of 2022-2023 school year.
- Measure informal daily attendance by 7:45 a.m. at least 95% of the time.

DISCIPLINE: By the end of the 2022-2023 school year our out-of-school and in-school suspensions will be reduced from 1 in 2021-22 to 0 in 2022-2023.

- 100% of discipline referrals will be processed through restorative practices/restorative circles across the campus.
- 100% of grade levels will be supported in monthly Response to Intervention meetings for behavior management.
- Student office referrals will decrease by 10%.

VIOLECE PREVENTION: By the end of the 2022-23 school year, 100% of Patterson staff members will increase students' and staff awareness of prevention practices in Bullying, Child Abuse, Sexual Abuse and Discipline Management as evidenced in OneSource compliance course completion report.

- By the end of the 2022-2023 school year, we will increase students' and staff awareness of prevention practices in Bullying, Child Abuse, Sexual Abuse and Discipline Management by 100% as evidenced in OneSource compliance documents.
- 100% of staff will be trained on suicide prevention.
- By the end of the 2022-2023 school year, we will reduce discipline disruptions through Restorative Practices.

SPECIAL EDUCATION:

- By the end of the 2022-23 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase 10% percentage points, from 33% reading / 30% math in the Spring of 2022 to 37% reading / 35% math in the Spring of 2023.
- 100% of teachers will support students with special needs through IEP accommodations and small group instruction as evidenced in TADS walkthroughs and observations.
- By the end of the 2022-2023 school year, the number of behavioral outbursts in the structured learning classroom alternative (SLC-ALT) will be decreased from 3 instances per week to 1 instance per week.

SPECIAL POPULATIONS:

- By the end of the 2022-2023 school year, every EL in 2nd-5th grade will grow one proficiency level as evidenced in TELPAS 2023 results.
- Our will increase our campus identified GT students from 4% to 9%.
- 100% of students receiving dyslexia services will demonstrate growth on STAAR RLA from 2022 to 2023.

PARENT AND COMMUNITY ENGAGEMENT: By the end of the 2022-2023 school year, we will attain Platinum status as awarded by the Family and Community Engagement Department. we will increase our family and community engagement through planned school events.

- By the end of the 2022-2023 school year we will increase our family and community engagement through planned school events.
- By the end of the 2022-2023 school year, conduct 4 Building Relationship activities as defined by FACE Department.
- By the end of the 2022-2023 school year, campus will provide services and resources for families.

MANDATED HEALTH SERVICES: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

- IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 27, 2022.
- VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.
- HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.
- TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.
- SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 3, 2022.
- MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.
- AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

COORDINATED HEALTH PROGRAM: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

- By the end of the 2022-2023 school year, we will increase our students and families' health and well-being through planned school events and health partners.
- TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.
- AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.
-

2022-2023 Instructional Priorities

- **Response to Intervention (RTI):** Patterson Elementary will track, remediate with intervention, and monitor the academic achievement of Special Education, African American, English learners, and continuously/non-continuously enrolled student subgroups consistently at the campus level. We will accomplish this through structured intervention blocks during the instructional day.
- **Effective Instructional Practices in Math:** Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. We will accomplish this through a schoolwide math instructional program that is aligned and consistent across all classrooms and grade levels.
- **IB Primary Years Program Implementation:** Patterson Elementary will implement the IB Primary Years Program Standards and Practices with fidelity across the curriculum and the learning community. Classroom generalists and single-subject specialists will continue to receive professional development and pre-scheduled collaborative planning sessions around the implementation of inquiry-based/concept-based/transdisciplinary planning and teaching.

****Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), Middle Years Programme (MYP), the Diploma Programme (DP) or the IB Career-related Certificate (IBCC). For further information about the IB and its programmes, visit www.ibo.org.**

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and the following SDMC members:

- Cameron Nicklaus, Teacher Specialist
- Yanjie Zhang, Interventionist
- Billy Smoot, Pre-K Teacher
- Naidelyn Vazquez, Kindergarten Teacher
- Maria K Locke, 1st Grade Teacher
- Elisa Bosch, 2nd Grade Teacher

- Alejandra Martinez, 3rd Grade Teacher
- Alma Adams, 4th Grade Teacher
- Maria Ortega, 4th Grade Teacher
- Glenn Cervantes, SPED Teacher
- Dalila Amador, General Clerk
- Monica Rocha, Parent
- Anne Garcia, Community Rep

Meetings to develop the CIP was held on September 12, 2022.

2.2: Regular monitoring and revision

- Teachers will identify their subgroups (AA, SPED, ELs, GT, ED, At-Risk students) and maintain ongoing data tracking in reading and math utilizing data cards, OnTrack reports, and Progress Monitoring.
- Teachers will facilitate data conversations with subgroups and set target goals after every assessment. The teacher will be responsible for working closely with grade level administrator, interventionist, and IAT liason, and will maintain ongoing communication for students who are not making gains.
- Teachers will provide targeted intervention supports to student subgroups at least three times per week according to our master schedule.
- The Literacy Group, outside tutoring consultancy, will provide in-school tutorial services to selected at-risk students.

The strategies are being monitored through:

- weekly leadership instructional walks
- T-TESS observations
- daily feedback reports from Literacy Group tutors
- data conferences with teachers

2.3: Available to parents and community in an understandable format and language

- English

The CIP is available in English through our school website using the following link: <https://www.houstonisd.org/Page/31688>

The Spanish translation is pending.

2.4: Opportunities for all children to meet State standards

Our campus will provided differentiated support to meet the needs of our subgroups utilizing small-group instruction and outside tutorial services for in-school tutoring support. Subgroups will also meet HB 4545 Accelerated Learning requirements by the end of the school year. After school and Saturday tutorials will also be implemented to support at-risk students and the needs of all students at Patterson.

2.5: Increased learning time and well-rounded education

Our campus will provided differentiated support to meet the needs of our subgroups utilizing small-group instruction and outside tutorial services for in-school tutoring support. Subgroups will also meet HB 4545 Accelerated Learning requirements by the end of the school year. After school and Saturday tutorials will also be implemented to support at-risk students and the needs of all students at Patterson. We are also monitoring attendance daily and making contact via home visits with students who are frequently absent. Schoolwide attendance incentives are held bi-weekly. We are also monitoring our daily instructional schedule and master schedule.

2.6: Address needs of all students, particularly at-risk

After school and Saturday tutorials will also be implemented to support at-risk students and the needs of all students at Patterson. We are also supporting our teachers' professional development through content area planning sessions with ESO 3 and IB collaborative planning. Small-group instruction is taking place throughout the school day with outside tutors, after school tutorials, and as part of our master daily schedule.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

- STAAR 2022 data reports
- REN 360 BOY/MOY/EOY reports
- TELPAS 2022 data reports

- High-Frequency Word Evaluation reports (1st/2nd grade)
- Pre-K CIRCLE data reports
- Texas KEA data reports
- Benchmark Running Records
- District Formative Assessment data reports
- School-based common assessment data reports
- GT Identification
- Grade-level created assessments

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Our Patterson Parent/Family Engagement Policy was developed with a group of parents and staff. The committee met on April 14, 2022. 17 parents met to revise the 2022-2023 Parent/Family Engagement Policy. The policy was distributed to parents via hard copy and electronically on our school website.

The Parent/Family Engagement Policy was also discussed at the annual Title I Parent Meeting on September 21/22, 2022. Hard copies were again sent home with students.

Below are the staff member names who developed our campus Parent and Family Engagement Policy:

- Evelyn Quinones, Teacher Specialist
- Crystal Hernandez, Wraparound Specialist
- Roxanne Martinez-Jones, School Counselor
- Luis Saenz, Principal
- Roseann Leija, School Nurse
- Megan Jannise-Chavez, Media Services Specialist
- Dalila Amador, Title I Clerk

4.2: Offer flexible number of parent involvement meetings

Title I Parent Meetings will take place quarterly at Patterson ES as noted on the dates below:

- September 21, 2022 at 4:00 p.m.
- September 22, 2022 at 8:45 a.m.
- November 30, 2022 at 4:00 p.m.
- December 1, 2022 at 8:45 a.m.
- February 22, 2023 at 4:00 p.m.
- February 23, 2023 at 8:45 a.m.
- April 12, 2023 at 4:00 p.m.
- April 13, 2023 at 8:45 a.m.

Additional meetings will be scheduled as needed throughout the school year.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carole Matheson	Intervention Teacher	Dyslexia Intervention	1
Faride Kaun	Class Size Reduction General Teacher	General Education	1

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	1		6300 - Supplies and Materials	\$20,000.00
5	1	1	1		6300 - Supplies and Materials	\$3,000.00
5	6	1	1		6300 - Supplies and Materials	\$2,000.00
Sub-Total						\$25,000.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	1		6300 - Supplies and Materials	\$20,000.00
Sub-Total						\$20,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	1		6300 - Supplies and Materials	\$5,000.00
5	5	1	1		6300 - Supplies and Materials	\$3,000.00
Sub-Total						\$8,000.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1		6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	\$15,000.00
1	1	1	3		6300 - Supplies and Materials	\$5,000.00
2	1	1	1		6200 - Contracted Services	\$15,000.00
2	1	1	2		6300 - Supplies and Materials	\$15,000.00
3	1	1	1		6300 - Supplies and Materials	\$3,000.00
5	2	1	1		6300 - Supplies and Materials	\$10,000.00
Sub-Total						\$63,000.00

2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	2		6300 - Supplies and Materials	\$20,000.00
Sub-Total						\$20,000.00

Addendums

SIP APPROVAL 2022-2023

School Name and Campus #: Patterson Elementary School 216

Principal Name: Luis Saenz

School Office: Elementary Schools Office 3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on Sept. 12, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

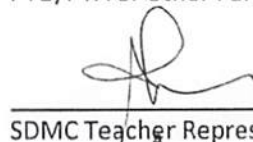

Principal

9/29/22
Date

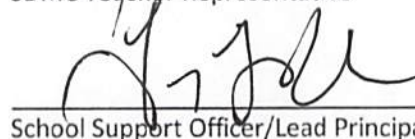
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

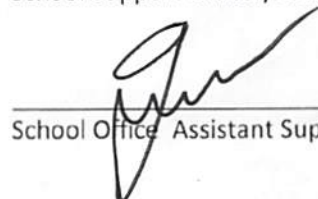
9/29/22
Date


SDMC Teacher Representative

9/29/22
Date


School Support Officer/Lead Principal

9/29/22
Date


School Office Assistant Superintendent

9/30/22
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(If applicable or still in use under grant contract)

Date

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
