





# Patterson Elementary

5302 Allendale Rd., Houston, TX. 77017  
Office: (713) 943-5750 Fax: (713) 943-5755



Luis Saenz, Principal

Chandra Reed, Assistant Principal & Magnet Coordinator  
Evelyn Quinones, Teacher Specialist

Cameron Nicklaus, Teacher Specialist  
Roxanne Martinez-Jones, Counselor

## 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 TADS feedback
5. Data analysis template

## Measurable Objectives 2

100% of students in grades 1 and 2 will meet HFW assessment by the end of year 2022

## Strategies:

**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 2022

**Staff Responsible for Monitoring:** Administration, Reading Specialist, IAT, Classroom Teachers

## Action Steps:

1. Teachers 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.

## Strategies:

**Strategy 1:** Teachers in kindergarten through 3 will implement lessons and instructional strategies from the Texas HB3 Reading Academy across all RLA instruction.

**Strategy's Expected Result/Impact:** 100% of students in grades kindergarten will read between K-Q as evidence in guided reading levels.

**Staff Responsible for Monitoring:** Administration, Reading Specialist, IAT Liaison, Classroom Teachers

## Action Steps:

1. Teachers will be up to date with 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.





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## Board Goal 2

**Math:** The percentage of 3<sup>rd</sup> grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 45% in spring 2021 to 54% in spring 2024.

## Goal 1

**Math-** The percentage of 3<sup>rd</sup> 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 22% in the Spring of 2021 to 32% in the Spring 2022.

## Strategic Priorities:

Expanding Educational Opportunities

Transforming Academic Outreach

Increasing Organizational Efficiency

Cultivating Team HISD Talent

## Strategies:

### Strategy 1

Teachers utilize tier 1 teaching suggestions from HISD Math Planning Guide with fidelity.

**Strategy's Expected Result/Impact:** By the end of the 2021-2022 school year, the campus STAAR math Approaches level will increase from 53% to 63%

**Staff Responsible for Monitoring:** Administration, Math Specialist, Classroom Teachers

## Action Steps:

1. Targeted professional development on A4E, OnTrack, HUB resources
2. Data reports/conferences with teachers and PLCs
3. TADS 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 research-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.

## Measurable Objectives:

### Measurable Objective 1

Overall campus STAAR Math Approaches achievement level will increase from 53% to 63%; Meets level will increase from 53% to 63%; Meets level will increase from 26% to 36% and master level will increase from 13% to 23%









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## 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. TADS observations and walkthroughs.
4. Implement Measuring Up, Fast Focus/Countdown to STAAR Master, 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 blueprints.
6. Use of math workstations as teachers facilitate small group instruction.

**Measurable Objective 2:** By the end of the 2021-2022 school year, special education students, African American students, and English Learners will attain Approaches level or higher on at least one STAAR subtest. Our will increase our campus identified GT students from 5% to 10%

## Strategy

### Strategy 1:

100% of teachers will implement sheltered instruction strategies and dual language components across the disciplines.

### 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.

### Measurable Objective 3:

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

### Evaluation Data Sources:

Student's portfolios, parent attendance sheets, student portfolios and exhibition presentations.

## Board Goal 4

**CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Mr. Saenz asked who approved or denied the SIP.

Ms. Siddiqui- approved  
Mr. Smoot- approved  
Ms. Rodriguez- approved  
Ms. Vicente- approved  
Ms. Ortega- approved  
Ms. Amador, D.- approved  
Ms. Cervantes- approved  
Ms. Torres- approved  
Ms. Rocha- approved

Minutes stand approved and meeting adjourned at 4:05 PM.

