Houston Independent School District

216 Patterson Elementary School

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Our first instructional focus area in 2023-2024 is to address the math learning loss that has carried over from the pandemic era. We are implementing the new Eureka math curriculum as a HQIM. We are also implementing the Amplify curriculum as our new RLA program. We are an International Baccalaureate World School implementing the Primary Years Program in all grade levels to expose students to real-world global contexts as they inquire into the TEKS through our grade-level units of inquiry. We also implement the dual language 50/50 program model in all grade levels. All students receive some form of Spanish instruction whether it be through dual language or specials. We use our HQIM and programs to facilitate small-group instruction, IB/DL unit planning, and backwards instructional planning. Some of our new classroom routines and instructional strategies are the new district-wide Multiple-Response Strategies, lesson internalization practices facilitated by grade-level team members and during PLC, IB instructional planning sessions, teacher and student data trackers to track formative/interim assessment and daily DOL results, Spot forms to support coaching with the new HISD instructional characteristics, and our new Monster Data Tracker. These practices will support us in working towards earning an A rating.

Student Achievement Strengths

STAAR Data Points and Reflections

- Level of **Meets** in Math **combined** grew by 0.7% points from **42.9% in 2022 to 43.6% in 2023** due to tutoring from outside tutors, teachers, Math Instructional Specialist, and administrators pulling small groups.
- Level of 4th grade math increased 2-3% points in App/Meets from 2022 **(69.2% to 71.3 in 2022 Approaches. 43.6% to 46.7% in 2023 Meets)** due to continued coaching and co-teaching from Math Instructional Specialist.
- SPED students grew 2% points in Math in ALL Domains from 2022 to 2023 due to targeted instruction from SPED department personnel, with 4 additional staff members added for support.
- No significant regression in RLA **from 2022 to 2023** due to continued implementation of reading instructional best practice from experienced teachers.
- 5th Science results increased 6.6% points in Approaches or higher from **52.8% in Approaches, 24.4% Meets in 2022 to 59.4% Approaches, 29.7% Meets in 2023** due in part to collaboration between 5th grade teachers and Ms. Farvili, the science lab teacher. All fifth grade students had 50 minutes of science lab every day.
- SPED students demonstrated GROWTH in ALL performance levels in Math/RLA/Science **from 2022 to 2023** because of the targeted and focused IEP goals as well as targeted push in support from the SPED team; as well as the general education teachers and tutors focused on growth for this sub-pop.
- The projected letter grading for the three domains are: Domain 1- C, Domain 2- B, Domain 3- B.

TELPAS Data Points and Reflections

- Advanced High percentages from 2022 to 2023 remained exactly the same at 17%; no regression.
- High percentages from 2022 to 2023 increased by 1%; area on increase.
- Intermediate percentages from 2022 to 2023 decreased by 12%; area of decline.
- Beginning percentages from 2022 to 2023 increased by 11%; area of decline.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in TIER-1 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 2023 STAAR Math data.

School Culture and Climate

School Culture and Climate Summary

Patterson Elementary school climate is described as positive, by both teachers and students.   In 2021-2022, we had 92 office referrals. In the 2022-2023 school year, this number dropped to 61. We can credit the drop in referrals to having a full time counselor, support from Project Class, as well as, incorporating SEL lessons into our teachers' morning meetings. The students continue to show positive behavior by using the Learner Profile, a list of positive characteristics that students' work to achieve from our IB program.

School Culture and Climate Strengths

Areas of strength at Patterson include a quick response to behavior concerns, access to a counselor and/or SEL staff, calming corners in every classroom and teachers with high expectations.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Patterson Elementary will track, remediate with intervention, and monitor daily student attendance across all grade levels consistently and with fidelity at the campus level.   **Root Cause:** The Post-COVID 19 era continues to generate attendance problems at Patterson. As a result, Patterson has struggled to maintain its 97% daily attendance average from 2019.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year at Patterson, we see 25 returning Core Teachers and 16 new/new to Patterson teachers, with most of those new teachers clustered in PK -2nd grade. Staff recruitment is done through networking, job fairs, active recruiting of available teachers (phone call/schedule interview), and through GeoVISIONS (Alliance Abroad) for the recruitment of international teachers.

Our teacher ethnicity demographics are as follows: 91.9% Hispanic; 5.6% African American; 1.4% White; 0.7% Asian; and 0.4% Other

Staff Retention in the STAAR grade levels (3-5) consists of 16 returning teachers (2 years or more of experience) and 1 teacher who is new to her grade level. In the lower grades (PK-2) we have 8 returning teachers and 16 new/new to our campus teachers.

Targeted staff development has been implemented through PLC, targeted grade level planning, IB planning and training, DL visits to exemplar campuses, and selection of district offered PD to target teacher needs. PD implementation is monitored through PLC, grade level planning with administration, quality of instruction checks/daily walkthroughs, instructional coaching, and feedback from our Executive Director. Our system for building capacity and support of implementation is to continue to offer targeted PD support based on teacher needs, coaching and support from mentor teachers, grade level lead teachers, and administration (on the spot coaching/feedback conferences)

Current staff attendance is at 99% YTD.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: 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 2021-2022/2022-2023 Reading STAAR in grades 3-5, our Approaches data averaged at about 82%/77%; our campus attained 57%/45% in Meets and 33%/18% in Masters. Despite the many obstacles that carried over from COVID year 2020-21, we have significantly improved in reading. Our fifth-grade students outperformed our third and fourth graders in both reading and math. Our 3rd-5th Reading STAAR results outperformed the Houston ISD reading average, where Patterson scored 80% Approaches, 49% Meets, and 19% Masters; HISD scored 73% Approaches, 45% Meets, and 19% Masters. On the Math STAAR in grades 3-5, our data averaged at about 71% Approaches, 44% Meets, and 19% Masters; HISD scored 64% Approaches, 42% Meets, and 20% Masters. In 2022, our campus attained in 3rd-5th STAAR Math 76% Approaches, 44% Meets, and 26% Masters. Based on our data, our campus decreased 5 points from Approaches and 7 points from Master's level in 2022. As a result of this data we need a targeted approach to planning and teaching math instruction campus wide to bring our students to grade level math instruction, and insure 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.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1 (Prioritized): Many 1st year teachers in PreK through 1st, need training in Dual Language **Root Cause:** We grew in numbers and need for teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Our parents and community have a variety of needs at Patterson. We implement different activities to involve families and the community. This practice is to encourage parents to help take ownership in their students' learning.   For example, at Patterson, we have workshops for parents with dual language students on how to help their children with the second language they are learning. We are planning to offer English classes for parents who do not know the language to give them more opportunities. During the year, we have different workshops such as crafts, nutrition, finances and computers.

 To prevent barriers, we try to do the activities at different times to give the same opportunities to parents to participate in the morning or in the afternoon. We also offer our workshops in both languages. We have a partnership for after-school care to support families and students with the Meadow Creek Baptist Church and the Meadow Creek Park.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Patterson has strong parental involvement that is represented by quarterly parent meetings and the PTO. 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. According to the latest data obtained from a survey of the FACE program at the end of the school year, our parents and community indicated that Patterson is working together with the community.

· Workshops for parents on strategies to use when helping their student with homework

· English classes for parents

· Crafts

· Nutrition

· Finances

· Computers

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: The biggest problem with parent and community engagement is lack of participation. Time and parent work schedules tend to be the biggest barriers in greater parental involvement.   **Root Cause:** Not creating a variety of opportunities for the parents to participate.

Priority Problems of Practice

Problem of Practice 1: Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in TIER-1 mathematics instruction across all grade levels.

Root Cause 1: The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2023 STAAR Math data.

Problem of Practice 1 Areas: Student Achievement

Problem of Practice 2: Many 1st year teachers in PreK through 1st, need training in Dual Language

Root Cause 2: We grew in numbers and need for teachers.

Problem of Practice 2 Areas: Staff Quality, Recruitment, and Retention

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)
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Equity data
- 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
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: Grow staff's capacity to plan and deliver high-quality instruction in mathematics by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

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

Indicator of Success 1: The percentage of 3rd/4th/5th grade students performing at or above grade level in math as measured by the Meets grade level standard on Math STAAR will increase 5% percentage points, from 43% in the Spring of 2023 to 48% in the Spring of 2024.

Indicator 1: 3rd grade will increase from 35% to 40%

20% of students will show meets level standards from the 1st Interim Assessment
30% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 2: 4th grade will increase from 46% to 51%

30% of students will show meets level standards from the 1st Interim Assessment
40% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 3: 5th grade will increase from 47% to 52%

30% of students will show meets level standards from the 1st Interim Assessment
40% of Students will show meets or higher level standards on the 2nd Interim Assessment

Specific Action 1 Details	Reviews			
Specific Action 1: Professional Learning	Formative			Summative
School Leaders' Actions	Feb	Mar	Apr	June
BOY District Professional Learning Session on Eureka Math Curriculum Deep Dive Eureka Math Internalization o Zearn 80%-100% teacher attendance at trainings				
Fall/Spring Content Support Sessions during the school year. 80%-100% teacher attendance at trainings				
Campus-Based Job Embedded Professional Learning during PLC 80%-100% Grade level PLC active participation (PLC documentation)				
Target professional development and model/exemplar lessons demonstrations as determined by campus data points 100% teacher attendance at trainings				
[9:23 AM] Cantu, Ana M Campus offers teachers opportunities to observe demonstrations of best teaching practices. 100% of teachers assigned or requesting will participate				
Staff Actions				
PLC for unpacking high impact instructional strategies and student data Eureka Math Curriculum Deep Dive o 100% PLC attendance weekly and Grade level PLC active participation (PLC documentation)				
District Pre-Service Curriculum training 100% teacher attendance at trainings				
Campus-Based Job Embedded Professional Learning during PLC 80%-100% Grade level PLC active participation (PLC documentation)				
Model/exemplar lessons demonstrations as determined by campus data points 100% teacher attendance at trainings				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Key Action 1: Grow staff's capacity to plan and deliver high-quality instruction in mathematics by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Indicator of Success 2: By April 30, 2023 at least 80% of Patterson teachers will score proficient or higher on the TTESS evaluations system.

    Indicator 1: By October 31, 2023 at least 50% of Patterson teachers will score proficient or higher on the TTESS observation or walkthroughs

    Indicator 2: By January 32, 2024 at least 60% of Patterson teachers will score proficient or higher on the TTESS observations or walkthroughs.

Specific Action 1 Details		Reviews			
Specific Action 1: Progress Monitoring and Evaluation		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Campus Data Tracking System 100% of students represented					
Campus Formative assessments 95% of students complete testing during window and show growth					
Zearn 50% or higher of students to complete Zearn's Missions and Lessons by the end of the 2023-2024 school year.					
District assessments 95% of students complete testing during window and show growth					
Math NWEA 95% of students complete testing during window and show growth					
Interim STARR Assessment 95% of students complete testing during window and show growth					
Staff Actions					
Progress Monitoring and Evaluation					
Teacher Data Tracking System 100% of students represented					
Campus Formative assessments 95% of students complete testing during window and show growth					
Eureka Assessments 95% of students complete testing during window and show growth					
Zearn 50% or higher of students to complete Zearn's Missions and Lessons by the end of the 2023-2024 school year.					
District assessments 95% of students complete testing during window and show growth					
Math NWEA 95% of students complete testing during window and show growth					
Interim STARR Assessment 95% of students complete testing during window and show growth					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Key Action 1: Grow staff's capacity to plan and deliver high-quality instruction in mathematics by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Indicator of Success 3: The NWEA indicators of success will be reached by 90% of students when given the EOY 2023/2024 assessment.

    Indicator 1: 100% of students will be given the BOY assessment and given their indicators of success.
which equal to .8 months growth in the MOY and
1.8 years growth by the EOY administration.

Specific Action 1 Details			Reviews		
Specific Action 1: Quality of Instruction - Coaching and Job Embedded Professional Learning		**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**		**June**
Data driven targeted support for high need classes					
Embedded professional learning based on TTESS observation and walk through data and teacher requests.					
Staff Actions					
Quality of Instruction					
Backwards plan design 100% team compliance in planning and implementation.					
Use of HQIM 100% implementation of HQIM and research based strategies					
Implementation of research base strategies (i.e. MRS, differentiation etc.) 100% implementation of research based strategies					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 2: Grow staff's capacity to plan and deliver high-quality instruction in language arts by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

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

Indicator of Success 1: The percentage of 3rd/4th/5th grade students performing at or above grade level in reading as measured by the Meets grade level standard on RLA STAAR will increase 5% percentage points, from 45% in the Spring of 2023 to 50% in the Spring of 2024.

Indicator 1: 3rd grade will increase from 42% to 47%

30% of students will show meets level standards from the 1st Interim Assessment

40% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 2: 4th grade will increase from 36% to 41%

20% of students will show meets level standards from the 1st Interim Assessment

30% of Students will show meets or higher level standards on the 2nd Interim Assessment

Indicator 3: 5th grade will increase from 53% to 58%

40% of students will show meets level standards from the 1st Interim Assessment

50% of Students will show meets or higher level standards on the 2nd Interim Assessment

Specific Action 1 Details		Reviews			
Specific Action 1: Professional Learning		**Formative**			**Summative**
School Leaders' Actions		Feb	Mar	Apr	June
BOY District Professional Learning Session on Amplify, IB training, 80%-100% Grade level PLC active participation Fall/Spring Content Support Sessions during the school year.100% teacher attendance at trainings, 80%-100% Grade level PLC active participation Campus-Based Job Embedded Professional Learning during PLC, 80%-100% Grade level PLC active participation (PLC documentation) Target Professional Development as determined by campus data points 100% teacher attendance at trainings, 80%-100% Grade level PLC active participation Campus offers teachers opportunities to request demonstration of best teaching practices., 40% active participation					
Staff Actions					
PLC for unpacking high impact instructional strategies and student data Amplify Curriculum Deep Dive-100% PLC attendance weekly and Grade level PLC active participation (PLC documentation) District Pre-Service Curriculum training-100% teacher attendance at trainings Campus-Based Job Embedded Professional Learning during PLC which includes IB Unite planning and alignment-80%-100% Grade level PLC active participation (PLC documentation) Model/exemplar lessons demonstrations as determined by campus data points-100% teacher attendance at trainings					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Key Action 2: Grow staff's capacity to plan and deliver high-quality instruction in language arts by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Indicator of Success 2: By April 30, 2023 at least 80% of Patterson teachers will score proficient or higher on the TTESS evaluations system.

   Indicator 1: By October 31, 2023 at least 50% of Patterson teachers will score proficient or higher on the TTESS observation or walkthroughs

   Indicator 2: By January 32, 2024 at least 60% of Patterson teachers will score proficient or higher on the TTESS observations or walkthroughs.

Specific Action 1 Details	Reviews			
Specific Action 1: Progress Monitoring and Evaluation	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Campus Data Tracking System 100% of students represented Campus Formative assessments 95% of students complete testing during window and show growth Amplify Assessments 95% of students complete testing during window and show growth District assessments 95% of students complete testing during window and show growth Reading NWEA 95% of students complete testing during window and show growth RLA Mock STARR 95% of students complete testing during window and show growth				
Staff Actions				
Teacher Data Tracking System 100% of students represented Campus Formative assessments 95% of students complete testing during window and show growth Amplify Assessments 95% of students complete testing during window and show growth District assessments 95% of students complete testing during window and show growth Reading NWEA 95% of students complete testing during window and show growth RLA Mock STARR 95% of students complete testing during window and show growth				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Grow staff's capacity to plan and deliver high-quality instruction in language arts by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Indicator of Success 3: The NWEA indicators of success will be reached by 90% of students when given the EOY 2023/2024 assessment.

> **Indicator 1:** 100% of students will be given the BOY assessment and given their indicators of success which equal to .8 months growth in the MOY and 1.8 years growth by the EOY administration.

Specific Action 1 Details		Reviews		
Specific Action 1: Coaching and Job Embedded Professional Learning		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Data driven targeted support for high need classes Increase coaching and job embedded professional learning based on TTESS observation and walk through data and teacher requests. 100% team compliance in planning and implementation. **Staff Actions** Backwards plan design 100% team compliance in planning and implementation. Use of HQIM 100% implementation of HQIM and research based strategies Implementation of research base strategies (i.e. MRS, differentiation etc.) 100% implementation of research based strategies				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Key Action 3: Grow staff's capacity to plan and deliver high-quality instruction in science by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

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

Indicator of Success 1: The percentage of 5th grade students performing at or above grade level in science as measured by the Meets grade level standard on Science STAAR will increase 5% percentage points, from 30% in the Spring of 2023 to 35% in the Spring of 2024.

Indicator 1: 5th grade will increase from 30% to 35%

20% of students will show meets level standards from the 1st Interim Assessment

30% of Students will show meets or higher level standards on the 2nd Interim Assessment

Specific Action 1 Details			Reviews		
Specific Action 1: Professional Learning		**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**		**June**
BOY District Professional Learning Session on Science Fusion, SAVAAS, Science Curriculum Deep Dive, Summit K-12, 80%-100% Grade level PLC active participation Boy Campus Professional Learning Sessions IB training 80%-100% Grade level PLC active participation Fall/Spring Content Support Sessions during the school year Campus-Based Job Embedded Professional Learning during PLC 80%-100% Grade level PLC active participation (PLC documentation) Target Professional Development as determined by campus data points 100% teacher attendance at trainings 80%-100% Grade level PLC active participation Campus offers teachers opportunities to request demonstration of best teaching practices. 40% active participation					
Staff Actions					
PLC for unpacking high impact instructional strategies and student data Science Curriculum Deep Dive 100% PLC attendance weekly and Grade level PLC active participation (PLC documentation) District Pre-Service Curriculum training 100% teacher attendance at trainings Campus-Based Job Embedded Professional Learning during PLC which includes IB Unit planning and alignment 80%-100% Grade level PLC active participation (PLC documentation) Model/exemplar lessons demonstrations as determined by campus data points 100% teacher attendance at trainings					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Key Action 3: Grow staff's capacity to plan and deliver high-quality instruction in science by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Indicator of Success 2: By April 30, 2023 at least 80% of Patterson teachers will score proficient or higher on the TTESS evaluations system.

> **Indicator 1:** By October 31, 2023 at least 50% of Patterson teachers will score proficient or higher on the TTESS observation or walkthroughs

> **Indicator 2:** By January 32, 2024 at least 60% of Patterson teachers will score proficient or higher on the TTESS observations or walkthroughs.

Specific Action 1 Details	Reviews			
Specific Action 1: Progress Monitoring and Evaluation	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Campus Data Tracking System 100% of students represented Campus Formative assessments 95% of students complete testing during window and show growth 3rd-5th Summit K-12 Science Lessons 95% of students complete testing during window and show growth Science lab hands on lessons for all 5th grade students District assessments 95% of students complete testing during window and show growth Science NWEA 95% of students complete testing during window and show growth Science Mock STARR 95% of students complete testing during window and show growth **Staff Actions** Teacher Data Tracking System 100% of students represented Campus Formative assessments 95% of students complete testing during window and show growth Summit K-12 Data 95% of students complete testing during window and show growth Science Lab DOLs 95% of students complete testing during window and show growth Science NWEA 95% of students complete testing during window and show growth Science Mock STARR 95% of students complete testing during window and show growth				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 3: Grow staff's capacity to plan and deliver high-quality instruction in science by using high-quality instructional materials, research-based practices, the TTESS teacher evaluation system, and campus data-tracking system.

Indicator of Success 3: The NWEA indicators of success will be reached by 90% of students when given the EOY 2023/2024 assessment.

> **Indicator 1:** 100% of students will be given the BOY assessment and given their indicators of success which equal to .8 months growth in the MOY and 1.8 years growth by the EOY administration.

Specific Action 1 Details		Reviews		
Specific Action 1: Coaching and Job Embedded Professional Learning		**Formative**		**Summative**
School Leaders' Actions	Feb	Mar	Apr	June
Data driven targeted support for high need classes Increase coaching and job embedded professional learning based on TTESS observation and walk through data and teacher requests. 100% team compliance in planning and implementation. **Staff Actions** Backwards plan design 100% team compliance in planning and implementation. Use of HQIM 100% implementation of HQIM and research based strategies Implementation of research base strategies (i.e. MRS, differentiation etc.) 100% implementation of research based strategies				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 4: Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd, EBs, At Risk Learners.

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

Indicator of Success 1: By the end of the 2023-2024 school year, 50% of our Special Education students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing.

Specific Action 1 Details				Reviews			
Specific Action 1: Professional Learning				**Formative**			**Summative**
School Leaders' Actions				Feb	Mar	Apr	June
BOY District Professional Learning Session on IEP writing and setting goals IEP implementation Accommodations and documentation BOY Campus Professional Learning Sessions IB training Differentiation for diverse learners 80%-100% Grade level PLC active participation Fall/Spring Content Support Sessions during the school year Campus-Based Job Embedded Professional Learning during PLC 80%-100% Grade level PLC active participation (PLC documentation) Target Professional Development as determined by campus data points 100% teacher attendance at trainings 80%-100% Grade level PLC active participation Campus offers teachers opportunities to request demonstration of best teaching practices for diverse learners. 40% active participation							
Staff Actions							
PLC for unpacking high impact instructional strategies and student data for diverse learners 100% PLC attendance weekly and Grade level PLC active participation (PLC documentation) District Pre-Service Curriculum training on diverse learners 100% teacher attendance at trainings Campus-Based Job Embedded Professional Learning during PLC which includes IB Unit planning and alignment 80%-100% Grade level PLC active participation (PLC documentation) Model/exemplar lessons demonstrations that contain accommodations as determined by campus data points 100% teacher attendance at trainings							
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue							

Key Action 4: Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd, EBs, At Risk Learners.

Indicator of Success 2: By the end of the 2023-2024 school year, 50% of our Emergent Bilingual students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

    Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing.

Specific Action 1 Details			Reviews		
Specific Action 1: Progress Monitoring and Evaluation		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Campus Data Tracking System for diverse learners 100% of students represented Campus Formative assessments with accommodations documented 95% of students complete testing during window and show growth District assessments with accommodations documented 95% of students complete testing during window and show growth NWEA with accommodations documented 95% of students complete testing during window and show growth Mock STARR with accommodations documented					
Staff Actions					
Teacher Data Tracking System that contains diverse learners 100% of students represented Campus Formative assessments that contain accommodations 95% of students complete testing during window and show growth Summit K-12 Data with accommodations documented 95% of students complete testing during window and show growth DOLs accommodations documented 95% of students complete testing during window and show growth NWEA accommodations documented 95% of students complete testing during window and show growth Mock STARR accommodations documented 95% of students complete testing during window and show growth					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Key Action 4: Grow staff's capacity to plan and deliver high-quality instruction to diverse learners focusing on best practices for SpEd, EBs, At Risk Learners.

Indicator of Success 3: By the end of the 2023-2024 school year, 50% of our At-Risk students will have met or exceeded their End of the Year RIT Score individual growth projections based upon MAP testing.

    Indicator 1: BOY to MOY SpEd students will meet half of their RIT score individual growth projection based upon MAP testing

Specific Action 1 Details	Reviews			
Specific Action 1: Coaching and Job Embedded Professional Learning & Quality of Instruction	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Data driven targeted support for diverse learners Increase coaching and job embedded professional learning based on TTESS observation and walk through data and teacher requests. 100% team compliance in planning and implementation. Monitor the usage of accommodations Support SpEd Chairpersons in IEP implementation, writing, and compliance. **Staff Actions** Backwards plan design including accommodations for diverse learners. 100% team compliance in planning and implementation. Use of HQIM that contains accommodations for diverse learners. 100% implementation of HQIM and research based strategies with accommodations for diverse learners. Implementation of research base strategies for diverse learners 100% implementation of research based strategies accommodations for diverse learners. Teachers will implement student IEPS with fidelity as a means of raising the level of academic performance for special needs students. Teachers will consistently implement evidenced-based, inclusive practices (Tier 1) to support all learners.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

State Compensatory

Budget for 216 Patterson Elementary School

Total SCE Funds: $178,154.00
Total FTEs Funded by SCE: 3.5
Brief Description of SCE Services and/or Programs

Teacher and Teacher Assistant and half of admin salary to support At Risk students.

Personnel for 216 Patterson Elementary School

Name	Position	FTE
Alisha Tierney	ESL teacher	1
Evelyn Quinones	Teacher Specialist	0.5
Julia Valdez	Teacher Assistant	1
Mengxia Li	Teacher Assistant	1

Title I

1.1: Comprehensive Needs Assessment

Patterson Elementary

23-24 Campus Needs Assessment

Demographics

Demographics Summary

Patterson Elementary, located in southeast Houston, has served the community of Meadowcreek Village and the surrounding areas since 958. Meadowcreek Village, one of Houston's first planned communities. The Meadowcreek Village Civic Club is responsible for many services and improvements to the neighborhood. According to the 2020 Census Data, our community and its surrounding area has a population of 31,659. The ethnicity make-up of our neighborhood is comprised of 84.4% Hispanic, 50.3% White, 5.3% African American 3.2% Asian, and 17.5% other.

Currently, Patterson Elementary is a Title I campus that serves 909 students in the grade span of Pre-Kindergarten through 5th Grade. This includes our partnership this includes our partnership with Head Start, a federally funded early childhood program that targets each child's holistic learning development. The table below provides a microscopic view of our campus's student and educator demographics.

The current profile for teachers in our school's programs is 64% Regular, 36% Bilingual, 100% Gifted and Talented, and 6% Special Education. 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 part of the Houston Independent School District (Houston ISD). Houston ISD 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.

· Patterson has strong parental involvement that is represented by quarterly parent meetings and the PTO.

Current State Testing Data

Comprehensive Needs Assessment Data Documentation

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 2021-2022/2022-2023 Reading STAAR in grades 3-5, our Approaches data averaged at about 82%/77%; our campus attained 57%/45% in Meets and 33%/18% in Masters. Despite the many obstacles that carried over from COVID year 2020-21, we have significantly improved in reading.

Our fifth-grade students outperformed our third and fourth graders in both reading and math. Our 3rd-5th Reading STAAR results outperformed the Houston ISD reading average, where Patterson scored 80% Approaches, 49% Meets, and 19% Masters; HISD scored 73% Approaches, 45% Meets, and 19% Masters.

On the Math STAAR in grades 3-5, our data averaged at about 71% Approaches, 44% Meets, and 19% Masters; HISD scored 64% Approaches, 42% Meets, and 20% Masters. In 2022, our campus attained in 3rd-5th STAAR Math 76% Approaches, 44% Meets, and 26% Masters. Based on our data, our campus decreased 5 points from Approaches and 7 points from master's level in 2022. As a result of this data, 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 2023-2024 is to address the math learning loss using the new Eureka math curriculum supplemented with Sharon-Wells Math. Our RLA instruction will be strengthened using the new Amplify curriculum, small-group instruction, and backwards instructional planning.

In 2023-2024, 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 in 2022, we will continue to target our subgroups through consistent interventions. Our third instructional focus area is to strengthen our IB Primary Years Programme. 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 DOLs, CIRCLE Assessments, High Frequency Word Evaluations, STAAR interim assessments, and benchmarks. We will involve teachers, parents, and the community in ensuring that Patterson meets or exceeds the academic needs of its students and the community.

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 requirement

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 216 Patterson Elementary School Generated by Plan4Learning.com 8 of 68 Campus #216 August 9, 2023 3:11 PM

· 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

2.1: Campus Improvement Plan developed with appropriate stakeholders

Action Plan was created and approved during the 1st SDMC meeting and SIP was input by Executive Director of Feeder into A4E in collaboration with campus Principal. The CIP is developed with the involvement of parents and the following SDMC members:

Luis	Saenz	Principal/Chairperson
Glenn	Cervantes	Special Education Representative
Anita	Flores	Administrative Assistant
Carolina	Manzano	Pre-K Teacher
Naidelyn	Vazquez	Kindergarten Teacher
Maria	Locke	First Grade Teacher
Elisa	Bosch	Second Grade Teacher
Miriam	Vicente	Third Grade Teacher
Alma	Adams	Fourth Grade Teacher
Maria	Ortega	Fifth Grade Teacher
Megan	Chavez	Magnet/IB Coordinator
Monica	Rocha	Parent

Luis	Saenz	Principal/Chairperson
Anne	Garcia	Community Representative

2.2: Regular monitoring and revision

During the SDMC the SIP will be looked at and revised.

Quarter 1: September 26, 2023. Quarter 2 November 6, 2023. Quarter 3 February 26, 2024. Quarter 4 May 20, 2024.

- 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 liaison, 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

The CIP is available in English through our school website using the following link: https://www.houstonisd.org/Page/200342

The Spanish translation is pending.

2.4: Opportunities for all children to meet State standards

Currently, Patterson Elementary is a Title I campus that serves 878 students in the grade span of Pre-Kindergarten through 5th Grade. This includes our partnership this includes our partnership with Head Start, a federally funded early childhood program that targets each child's holistic learning development. 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.

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 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

In providing extra personnel we area able to minimize classroom sizes that support our at risk learners by giving them tier 1 instruction that meets their individualized needs.

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.

3.1: Annually evaluate the schoolwide plan

The plan is evaluated by the SDMC quarterly and if there is a need to change the trajectory. The SDMC will create next steps.

4.1: Develop and distribute Parent and Family Engagement Policy

At the end of every October Patterson Elementary sends the Parent compact, title one notifications, and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

The following day are Title I days:

9/14-15; 11/29-30; 1/25-26; 3/28-29

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
MATHESON, CAROLE COLEEN	Tchr, Intervention (Rdng)-Ttl1		1
VICENTE, MIRIAM MARGARITA	Tchr, Class-Size ESL		1