

**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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Priority Problems of Practice	6
Comprehensive Needs Assessment Data Documentation	7
Board Goals	9
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.	10
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.	15
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.	22
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.	29
Board Goal 5: N/A - Additional Campus Goals	32
Title I	53
1. Comprehensive Needs Assessment (CNA)	54
1.1: Comprehensive Needs Assessment	54
2. Campus Improvement Plan	54
2.1: Campus Improvement Plan developed with appropriate stakeholders	54
2.2: Regular monitoring and revision	54
2.3: Available to parents and community in an understandable format and language	54
2.4: Opportunities for all children to meet State standards	55
2.5: Increased learning time and well-rounded education	55
2.6: Address needs of all students, particularly at-risk	55
3. Annual Evaluation	55
3.1: Annually evaluate the schoolwide plan	55
4. Parent and Family Engagement (PFE)	55
4.1: Develop and distribute Parent and Family Engagement Policy	55
4.2: Offer flexible number of parent involvement meetings	56
5. Targeted Assistance Schools Only	56
Title I Personnel	56

# 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](http://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><b>Strategy 1:</b> Implement effective reading best practices and comprehension strategies across all grade levels to instill a love for reading across the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration, Reading Specialist, Classroom Teachers</p> <p><b>Action Steps:</b> 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><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will provide targeted interventions and monitor student progress weekly for Tier III and biweekly for Tier II. <b>Strategy's Expected Result/Impact:</b> 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%. <b>Staff Responsible for Monitoring:</b> Administration, Reading Specialist, IAT Liaison, Classroom Teachers <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize authentic texts aligned to the IB units of inquiry to generate interest and excitement among readers. <b>Strategy's Expected Result/Impact:</b> 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%. <b>Staff Responsible for Monitoring:</b> Administration, IB Coordinator, Classroom Teachers <b>Action Steps:</b> 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.  <b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.





Student Learning
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> Teacher will implement multiple strategies to expose students to High Frequency words and regularly monitor their retention of the High Frequency words. <b>Strategy's Expected Result/Impact:</b> 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023. <b>Staff Responsible for Monitoring:</b> Administrators, Reading Specialist, IAT Liaison, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will implement consistent routines to reinforce HFW study. <b>Strategy's Expected Result/Impact:</b> 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023. <b>Staff Responsible for Monitoring:</b> Administrators, Reading Specialist, IAT Liaison, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will assess students with HFW recognition weekly. <b>Strategy's Expected Result/Impact:</b> 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2023. <b>Staff Responsible for Monitoring:</b> Administrators, Reading Specialist, IAT Liaison, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Measurable Objective 2 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> 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.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers in Kindergarten through Grade 3 will implement lessons and instructional strategies from the Texas HB3 Reading Academy across all RLA instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Reading Specialist, IAT Liaison, Classroom Teachers</p> <p><b>Action Steps:</b> 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><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Reading Specialist, IAT Liaison, Classroom Teachers</p> <p><b>Action Steps:</b> 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><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> All teachers in grades K-3 will implement Really Great Reading curriculum to build phonological awareness, decoding skills, and phonics. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administrators, Reading Specialist, IAT Liaison, Classroom Teachers <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Measurable Objective 3 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> Teachers utilize tier 1 teaching suggestions from HISD Math Planning Guide with fidelity. <b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, the overall campus STAAR math Approaches level will increase from 76% to 86%. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$15,000	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will implement Think Up Math (Mentoring Minds) with fidelity across the curriculum. <b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, the overall campus STAAR math Approaches level will increase from 76% to 86%. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers, ESSR Intervention Teacher <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement Zearn with fidelity as part of our District-led pilot study. <b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, the overall campus STAAR math Approaches level will increase from 76% to 86%. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers, ESSER Intervention Teacher <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> Teachers will implement small-group intervention with fidelity. <b>Strategy's Expected Result/Impact:</b> At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$20,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will allow for at least 30 minutes of independent practice to reinforce taught math concept/skill. <b>Strategy's Expected Result/Impact:</b> At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement daily skills building exercises to support students' math fluency. <b>Strategy's Expected Result/Impact:</b> At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
<b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> Teacher will ensure students are completing all modules of Imagine Math. <b>Strategy's Expected Result/Impact:</b> 100% of students will grow at least 5 percentile points as reflected on the Universal Screener. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will ensure students are completing at least three Zearn lessons per week. <b>Strategy's Expected Result/Impact:</b> 100% of students will grow at least 5 percentile points as reflected on the Universal Screener. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will deliver consistent interventions at least three times per week as part of our schoolwide intervention block on our master schedule. <b>Strategy's Expected Result/Impact:</b> 100% of students will grow at least 5 percentile points as reflected on the Universal Screener. <b>Staff Responsible for Monitoring:</b> Administration, Math Specialist, Classroom Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Measurable Objective 3 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
<b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data. <b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> 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><b>Strategy 1:</b> All teachers will integrate the central idea and lines of inquiry across literature, science and social studies texts.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be on grade level reading as evidenced in REN360 reports.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IB Coordinator, Team Leads, Teachers</p> <p><b>Action Steps:</b> 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><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will select one authentic text per unit of inquiry to engage readers. <b>Strategy's Expected Result/Impact:</b> All students will be on grade level reading as evidenced in REN360 reports. <b>Staff Responsible for Monitoring:</b> Administration, IB Coordinator, Team Leads, Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> New teachers will receive an IB overview session in a small group setting to support them with IB implementation. <b>Strategy's Expected Result/Impact:</b> All students will be on grade level reading as evidenced in REN360 reports. <b>Staff Responsible for Monitoring:</b> Administration, IB Coordinator, Team Leads, Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:







Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
<b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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:** 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Sheltered Instruction Coach, Classroom Teachers, GT Coordinator, Title I Coordinator</p> <p><b>Action Steps:</b> 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><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IAT liaison, Sheltered Instruction Coach, Classroom Teachers, GT Coordinator, Title I Coordinator</p> <p><b>Action Steps:</b> 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><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will provide targeted intervention supports to student subgroups at least three times per week according to our master schedule. <b>Strategy's Expected Result/Impact:</b> Subpopulations will meet Domain 3 targets in Academic Achievement and Growth as evidenced in TEA campus accountability report. <b>Staff Responsible for Monitoring:</b> Administration, IAT liaison, Sheltered Instruction Coach, Classroom Teachers, GT Coordinator, Title I Coordinator <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> 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:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
<b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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			
<p><b>Strategy 1:</b> Teachers will receive ongoing PD in the Primary Years Program during PLC and PYP collaborative planning sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Patterson will demonstrate 100% compliance with IB Standards and Practices.</p> <p><b>Staff Responsible for Monitoring:</b> IB Coordinator, Administration, Teachers</p> <p><b>Action Steps:</b> 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.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 1991010002 - General Fund - Gifted &amp; Talented - 6300 - Supplies and Materials - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will generate IB exhibition excitement among their 5th graders by reinforcing the sustainable development goals and action in their units of inquiry.</p> <p><b>Strategy's Expected Result/Impact:</b> Patterson will demonstrate 100% compliance with IB Standards and Practices.</p> <p><b>Staff Responsible for Monitoring:</b> IB Coordinator, Administration, Teachers</p> <p><b>Action Steps:</b> 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.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will build time in their weekly schedule to allow for open inquiry under any of the sustainable development goals. <b>Strategy's Expected Result/Impact:</b> Patterson will demonstrate 100% compliance with IB Standards and Practices. <b>Staff Responsible for Monitoring:</b> IB Coordinator, Administration, Teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

### Measurable Objective 3 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Student Learning
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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
<b>Problem of Practice 1:</b> Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. <b>Root Cause:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> SPED Program Specialist, SPED Administrator, SPED Department Chair, Administrators, and Classroom Teachers.</p> <p><b>Action Steps:</b> 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><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Students with special needs will participate in Accelerated Learning in either reading or math/both as applicable under HB 4545 guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, HB 4545 Coordinator, SPED Administrator, SPED Department Chair, and Classroom Teachers.</p> <p><b>Action Steps:</b> 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><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Targeted Support Strategy</b>  <b>Funding Sources:</b> - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$20,000</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Subpopulations will meet Domain 3 targets in Academic Achievement and</p>		Formative			Summative
		Nov	Jan	Mar	June

<p>Growth as evidenced in TEA campus accountability report.</p> <p><b>Staff Responsible for Monitoring:</b> Sheltered Instruction Coach, LPAC Coordinator, Administration</p> <p><b>Action Steps:</b> 1. Teachers will obtain ESL certification.</p> <p>2. Sheltered Instruction Coach will deliver strategies and model to teachers during PLC and during classroom visits.</p> <p>3. Teachers will receive Seidlitz resources with strategies and 7 components of sheltered instruction.</p> <p>4. Teachers will complete all required dual language trainings.</p> <p>5. Teachers and administration will track released TELPAS data results.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.</p>
Student Learning
<p><b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> The COVID-19 Pandemic continues to generate learning gaps across all mathematics standards as evidenced in our 2022 STAAR Math data.</p> <p><b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.</p>







**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration, teachers, SIR, Student Recognition Committee</p> <p><b>Action Steps:</b> 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><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Administration, SIR, teachers, front office clerks. <b>Action Steps:</b> 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.  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Pre-K attendance rate will increase by 1 percentage point by the end of 2022-23 school year. <b>Staff Responsible for Monitoring:</b> Pre-K Teachers, Administration, Teacher Assistants, Office Staff <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Teachers will spend more time on instruction and there will be a significant reduction in discipline referrals. <b>Staff Responsible for Monitoring:</b> Administration, teachers, and staff <b>Action Steps:</b> Classroom guidance lessons by school counselor, PYP curriculum, SEL strategies  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of grade levels will be supported in monthly Response to Intervention meetings for behavior management. <b>Strategy's Expected Result/Impact:</b> Implement restorative discipline practices campus-wide. <b>Staff Responsible for Monitoring:</b> Administrators, IAT Manager <b>Action Steps:</b> Meeting regularly with teachers to implement behavior interventions and track student behavior over time.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

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

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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
<b>Problem of Practice 1:</b> Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> Implement online professional development for students, teachers and staff to ensure awareness of prevention practices. <b>Strategy's Expected Result/Impact:</b> To increase the safety and well being of students <b>Staff Responsible for Monitoring:</b> Administration, teachers, and staff <b>Action Steps:</b> 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.  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Compliance courses and follow up professional develop provided by school counselor and SEL specialist. <b>Strategy's Expected Result/Impact:</b> 100% of teachers and staff will be up to date with HISD compliance courses. <b>Staff Responsible for Monitoring:</b> School counselor, Principal, Assistant Principal, Instructional Specialist <b>Action Steps:</b> Complete all required HISD compliance courses.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teacher and Counselor will embed Restorative Justice in school wide practices. <b>Strategy's Expected Result/Impact:</b> Reduction in office referrals. Increased positive reinforcement on campus. <b>Staff Responsible for Monitoring:</b> Teachers, Students, School Counselor <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
School Processes & Programs
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> 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
<b>Problem of Practice 1:</b> Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. <b>Root Cause:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Program Specialist, Administration, Teachers and Special Ed Department Chair</p> <p><b>Action Steps:</b> 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><b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math</p>				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of teachers will support students with special needs through IEP accommodations and small group instruction as evidenced in T-TESS walkthroughs and observations. <b>Strategy's Expected Result/Impact:</b> Increased growth for special education in mathematics as measured by their performance on campus, district and state assessments <b>Staff Responsible for Monitoring:</b> Program Specialist, Administration, Teachers and Special Ed Department Chair <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide general education teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom. <b>Strategy's Expected Result/Impact:</b> Increased growth for special education in mathematics as measured by their performance on campus, district and state assessments <b>Staff Responsible for Monitoring:</b> Program Specialist, Administration, Teachers and Special Ed Department Chair <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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			
<b>Strategy 1:</b> All teachers will implement sheltered instruction strategies and dual language components across the disciplines  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Sheltered Instruction Coach, Administrators, Classroom Teachers <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$3,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will receive PD on identifying traits and characteristics of gifted learners to support them in early identification of potential GT students. <b>Strategy's Expected Result/Impact:</b> Our will increase our campus identified GT students from 4% to 9% by the end of 2022-23. <b>Staff Responsible for Monitoring:</b> GT coordinator, administrators, teachers <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers of students receiving dyslexia services will provide tiered small group instruction in RLA and math. <b>Strategy's Expected Result/Impact:</b> 100% of students receiving dyslexia services will demonstrate growth on STAAR RLA from 2022 to 2023. <b>Staff Responsible for Monitoring:</b> Dyslexia teacher, Administrators, SPED Department Chair, Classroom Teachers <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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.

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

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent Engagement Coordinator will plan and coordinate building relationship activities for students and families. <b>Strategy's Expected Result/Impact:</b> Parents will learn ways to help their children at home. <b>Staff Responsible for Monitoring:</b> Counselor, Administrative Team <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus will have an available space for resource requests for families. <b>Strategy's Expected Result/Impact:</b> Families will indicate positive feedback on campus efforts to support community engagement as evidenced in parent surveys. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Wrap Around Specialist, Counselor <b>Action Steps:</b> 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.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Patterson Elementary will implement and deliver best practices and consistent, schoolwide instructional routines in mathematics instruction across all grade levels. <b>Root Cause:</b> 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			
<b>Strategy 1: IMMUNIZATION MONITORING,</b> data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.  <b>Strategy's Expected Result/Impact:</b> To attain 100% completion. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> 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  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2: Provide school nurse with support to ensure vision data are complete.</b>  <b>Strategy's Expected Result/Impact:</b> Attain 100% completion. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide school nurse with support to ensure hearing screening data are complete. <b>Strategy's Expected Result/Impact:</b> Attain 100% completion. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Perceptions
<b>Problem of Practice 1:</b> Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. <b>Root Cause:</b> 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			
<b>Strategy 1:</b> Implement school and community opportunities focused on health and well being. <b>Strategy's Expected Result/Impact:</b> Increase our students and families health and well being through planned school events and community health partners. <b>Staff Responsible for Monitoring:</b> School Nurse, Wraparound Specialist, Title I Coordinator, Administrators <b>Action Steps:</b> 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  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Wraparound Specialist will secure community resources and services during campus events. <b>Strategy's Expected Result/Impact:</b> Increase our students and families health and well being through planned school events and community health partners. <b>Staff Responsible for Monitoring:</b> School Nurse, Wraparound Specialist, Title I Coordinator, Administrators <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> School Counselor and Wraparound Specialist will partner up during Title I Parent Meetings to bring resources to families. <b>Strategy's Expected Result/Impact:</b> Increase our students and families health and well being through planned school events and community health partners. <b>Staff Responsible for Monitoring:</b> School Nurse, Wraparound Specialist, Title I Coordinator, Administrators <b>Action Steps:</b> 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  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> 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. <b>Root Cause:</b> Unidentified students with special needs, gifted and talented, dyslexia, At-Risk, and/or economically disadvantaged students.
Perceptions
<b>Problem of Practice 1:</b> Patterson Elementary will focus on providing parents with workshops and community outreach events to promote literacy, math, and personal wellbeing at home. <b>Root Cause:</b> 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)

# Title I

## **1. Comprehensive Needs Assessment (CNA)**

### **1.1: Comprehensive Needs Assessment**

The campus needs assessment was revised August 2022 after TEA released official campus accountability ratings.

## **2. Campus Improvement Plan**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Members of the SDMC and the school community assisted with the development of the campus improvement plan as noted below:

- 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

### **2.2: Regular monitoring and revision**

August and September 2022

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

## **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.

## **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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The campus needs assessment was revised August 2022--September 2022 after TEA released official campus accountability ratings.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Below are the names of the individuals 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

#### **4.2: Offer flexible number of parent involvement meetings**

Title I Parent Meetings will take place quarterly at Patterson ES.

#### **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