

Conroe Independent School District

Patterson Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In Math, scores from the 2018-2019 academic year reflected: 79% Approaching grade level, 48% Meets, and 26% Masters.

2019-2020 BOY Benchmark data from December of 2019, resulted in 76% Approaches, 44% Meets, and 24% Masters. Compared to the above mentioned scores, this group was well on track to meet and/or surpass scores from 2018-2019.

The varying levels of readiness and performance showed the need for Guided Math instruction, Tiered Lesson Plans, and TEKS specific small group instruction. District Coach collaborated with Patterson Instructional Coach for guided math implementation. 100% of teachers attended the Guided Math Training before the school year began. Coaches conducted monthly math PD for 21 day Kick Start, stations, choice boards, tiered stations/lessons, differentiated anchor stations, observations through instructional rounds, and lab site strategy studies: for sage and scribe, Team, 2, 1 and pair check. From October to February, teachers worked on instruction. However, MOY data is non-existent due to COVID closure.

2020-2021 BOY data shows improvement across process standards. The current 4th graders are performing 10-30 points above their performance from last year.

In Reading, scores from the 2018-2019 academic year reflect: 62% Approaches, 33% Meets and 14% Masters. This was similar to the year before with 74% Approaches, 37% Meets and 15% Masters. The slight move in meeting grade level TEKS showed the need to focus on depth and complexity in lesson planning, strengthening Reading skills and stamina. Literacy Coach collaborated with district staff for monthly PD for Units of Study in Reading, lab site studies on conferring, strategy groups, and mini lessons, and instructional rounds. All grade levels fully implemented Units of Study in Reading.

BOY 19-20 reading levels showed 52% of third grade students reading at or above grade level. The BOY for the same group of students now in 4th grade showed 53 % reading at or above grade level; 48% were below in 3rd grade and as 4th graders 47% are still below grade level.

In Writing, scores from the 2018-2019 academic year reflect: 64% Approaches, 29% Meets, and 7% Masters. Compared to the year before: 72% Approaches, 45% 11% Masters, the uptick in scores showed the need to continue improving teaching practices and writing strategies.

Literacy Coach collaborated with district staff for PD on Writing Strategy groups using Jennifer Serravallo's "Writing Strategies" book. Teacher's collaborated on ways to document and monitor their strategy group. TEKS based groups met daily through small group instruction. Spring MOY Benchmark data shows 3rd grade MOY for 2019-2020 was 28% meets and with 2 months of instruction, that same group of students achieved 43% on the BOY.

Student Achievement Strengths

The areas of strength are:

- In Math Progress Measure from 3rd to 4th grade, overall growth increased three years in a row from 52, 66, 72%. The target for Math Academic growth is 71% meeting at or above grade level.
- In Reading, our strengths are in Reading Progress Measure from 3rd to 4th grade on the Reading STAAR. Scores were above the 66% target for the 2018-2019 school year at 69%.
- In Writing, our strength is in the Progress of our 3rd graders who are now fourth graders. On the 3rd grade writing benchmark, 28% of the students were at Meets Grade Level. This Fall, on the BOY, 4th grade writing benchmark, 43% of the students were at Meets Grade Level.

Patterson Elementary received an overall grade of "C" on state accountability system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Overall performance among white students in Reading is an area of decline over the past three years. **Root Cause:** Tier 1 best practices have not been consistent with the white demographic. Students transferred from another elementary school, with a wide range of Reading Program implementation. Students had deficits in phonics and would benefit from research based instructional program.

Problem Statement 2: Overall performance in Writing is low in our comparison group schools. **Root Cause:** Students in 4th grade experienced varying degrees of Units of Study implementation for grades K-3.

Problem Statement 3 (Prioritized): Academic growth in Math has increased to meet the target in the last 3 years, but not among Hispanic students. For three years in a row they have not met the state target of 69% meeting at or above grade level. **Root Cause:** Prior to the 2018-2019 school year, Hispanic students in an early exit bilingual program did not have language support for sufficient content knowledge to show growth .

Culture and Climate

Culture and Climate Summary

Patterson is a Title 1 School with 61% low SES standing, 36% White, 56% Hispanic, 10% Sped, and 27%Bilingual.

There is low parent involvement in the PTO, which consists of 4 members. Parent Involvement events that involve social interactions are well attended, but there is minimal attendance for academic conferences. The school engages in monthly, counselor lead, Social Emotional Lessons and currently has a Behavior Interventionist that promotes pro-social behaviors through Positive Behavior Intervention and Support Systems. Staff engage in online safe schools training annually to maintain an orderly environment. The PBIS Committee improves school wide systems with staff input and written protocols.

The Occupational Health Survey shows improvement in problem solving adequacy and goal focus. The creating of a Faculty Advisory Council is attributed to increase in solving day to day issues. Goal focus increase is attributed to the Team Leader group creating a school wide goal system and monitoring progress towards school goals after each common assessment.

Due to the Pandemic and closure from March to June, the staff moved into creating a dual platform campus where students are assigned to an individual teacher to receive their instruction either in person or remotely. Each teacher creates video instruction and online access to work that can be accessed for remote learning, and for remediation/enrichment for in person learners.

Culture and Climate Strengths

In CISD, all campuses and staff will engage in Cultural and Diversity Awareness training.

Hiring personnel to reflect the diversity of the student body is a focus.

- Conroe ISD utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Conroe ISD strives to ensure a safe and orderly environment conducive to learning for all students and staff.

- Students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.
- Social emotional learning functions as an integral part of the total school environment.
- Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.

Conroe ISD provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

OHI Strengths include:

- Communication, Goal Focus, Cohesion

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Autonomy is rated low on the OHI **Root Cause:** Campus core team needs to anticipate teachers' challenges with district initiatives to encourage individualized implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

Communication with our families and community members is an important focus at Patterson Elementary. Our campus sends a monthly e-newsletter through Smore, containing functional information about our school and messages from our Principal, Counselor, Librarian, and additional support staff. With current COVID-19 visitations to a minimum, it is important that our front office/check-in area is welcoming and warm to receive visitors in a manner that reflects our campus positively. We created a curbside service for visitors to attend to their business in a somewhat Face to Face manner.

Expectations for student behavior are high and we have a Positive Behavior Intervention and Support team that creates structures for the campus.

An annual review is conducted of discipline records. Our focus on social/emotional learning and parental support through on campus counseling lessons is assisting the campus with addressing behavioral, social/emotional, and academic needs as they arise.

A Parent Involvement Committee presides over activities and events we offer our constituents: Family Spirit Night, Curriculum Nights, Meet the Teacher and other School Events.

Parent and Community Engagement Strengths

Strengths of Parent Involvement:

Monthly Newsletter

Teacher's Social Media

PTO Involvement and purchases toward Technology Needs

Parent Involvement Committee Created Events are well attended:

- Monthly Spirit Nights
- Semester Curriculum Events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Participation in the PTO is waning, even though parents attend social/programs at school. **Root Cause:** Families attend events that are more social than academic, seeing the conferences and curriculum nights as stressful.

Priority Problem Statements

Problem Statement 1: Overall performance among white students in Reading is an area of decline over the past three years.

Root Cause 1: Tier 1 best practices have not been consistent with the white demographic. Students transferred from another elementary school, with a wide range of Reading Program implementation. Students had deficits in phonics and would benefit from research based instructional program.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Academic growth in Math has increased to meet the target in the last 3 years, but not among Hispanic students. For three years in a row they have not met the state target of 69% meeting at or above grade level.

Root Cause 2: Prior to the 2018-2019 school year, Hispanic students in an early exit bilingual program did not have language support for sufficient content knowledge to show growth .

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Participation in the PTO is waning, even though parents attend social/programs at school.

Root Cause 3: Families attend events that are more social than academic, seeing the conferences and curriculum nights as stressful.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Highly qualified staff data

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





Performance Objective 1: Increase this year's Domain 1 STAAR performance from 44% to 53% in the overall student achievement.

HB3 Goal

Evaluation Data Sources: STAAR, Reading Level Data Tracker

Summative Evaluation: None

<p>Strategy 1: Utilize small group instruction to focus on student needs in Math and Reading. Strategy's Expected Result/Impact: Close achievement gaps with targeted instruction Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1, 3 Funding Sources: RTI Teacher - Title I - \$71,061, Gen Ed for At Risk Students - State Comp Ed - \$1,572,787, Instructional Para - Title I - \$79,245, Tutoring - State Comp Ed - \$15,099, Instructional Materials - Title I - \$16,871</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Overall performance among white students in Reading is an area of decline over the past three years. Root Cause: Tier 1 best practices have not been consistent with the white demographic. Students transferred from another elementary school, with a wide range of Reading Program implementation. Students had deficits in phonics and would benefit from research based instructional program.</p>
<p>Problem Statement 3: Academic growth in Math has increased to meet the target in the last 3 years, but not among Hispanic students. For three years in a row they have not met the state target of 69% meeting at or above grade level. Root Cause: Prior to the 2018-2019 school year, Hispanic students in an early exit bilingual program did not have language support for sufficient content knowledge to show growth .</p>

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase White subgroup academic achievement in Reading performance from 43% to 60%.

HB3 Goal

Evaluation Data Sources: STAAR, Common Assessments,

Summative Evaluation: None

Strategy 1: Targeted intervention groups and conferring with the reader. Strategy's Expected Result/Impact: Increase in performance Staff Responsible for Monitoring: Teachers, Coaches and Admin Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Materials - Title III - \$7,500, Instructional Coach - Title I - \$83,024	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Increase Hispanic academic growth in math performance from 43% to 50%.

Evaluation Data Sources: STAAR





Summative Evaluation: None

Strategy 1: Targeted intervention groups and small group instruction. Strategy's Expected Result/Impact: Academic growth improvement Staff Responsible for Monitoring: Teachers, Coaches and Admin Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - Title I - \$79,756	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Review accounts monthly with financial secretary Strategy's Expected Result/Impact: Equitable use of resources Staff Responsible for Monitoring: Principal, secretary Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Attend online virtual job fairs to screen viable teacher candidates. Strategy's Expected Result/Impact: Viable teachers recruited and retained at year's end. Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide monthly PUMA Short PD and weekly technology, literacy, and math PD opportunities in conjunction with district coaches. Strategy's Expected Result/Impact: Yearly retention of trained teachers. Staff Responsible for Monitoring: Admin, Coaches, core team Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: Each quarter, teachers will meet virtually with parents in order to communicate student goals and what strategies the teacher is using with the student in order for the student to achieve mastery.</p> <p>Strategy's Expected Result/Impact: To keep lines of communication open between home and school regarding student goals and progress in order to increase student achievement throughout grade levels.</p> <p>Staff Responsible for Monitoring: TTESS administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Implement a curriculum night each semester in order share the grade level TEKS and schoolwide goals with parents and to celebrate fun in learning through the use of games and activities.</p> <p>Strategy's Expected Result/Impact: To ensure that school goals and objectives are being communicated and bridged at home in order to enhance learning and foster parent involvement in their student's learning.</p> <p>Staff Responsible for Monitoring: Coaches and Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Before the school year begins, implement a Meet the Teacher meeting for all parents, either face to face or virtually, in order create an educational partnership with the teacher, parents, and students.</p> <p>Strategy's Expected Result/Impact: Foster a welcoming environment, build a strong partnership from school to home, and communicate learning expectations for the year.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Participation in the PTO is waning, even though parents attend social/programs at school. Root Cause: Families attend events that are more social than academic, seeing the conferences and curriculum nights as stressful.</p>





Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 2: Ensuring that community resources are utilized and made available to assist students and families with environmental situations that may interfere with learning.

Evaluation Data Sources: Parent/Guardian Needs Assessments; Phone calls and emails indicated need for assistance; staff inquiries on student/family needs.

Summative Evaluation: None

<p>Strategy 1: Utilize community resources to help provide nutritional assistance, such as making families aware of free/reduced lunch eligibility and using the food bank for a source of weekend food.</p> <p>Strategy's Expected Result/Impact: Help provide food and nutritional needs to help with student's focus in the classroom.</p> <p>Staff Responsible for Monitoring: Counselor, school staff</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize community resources, such as churches, resale shops, the CISD Counseling Department, to help provide clothing assistance and school supplies assistance to help with student learning in the classroom.</p> <p>Strategy's Expected Result/Impact: Help provide materials needed for students to actively participate in learning in the classroom with needed supplies.</p> <p>Staff Responsible for Monitoring: Counselor and school staff</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Utilize the school website and electronic communication (campus Smore) to share community resources and assistance opportunities with families.</p> <p>Strategy's Expected Result/Impact: Make resources more available to students and families in need to help support needs that will help with student focus and participation in the classroom.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Safety Drills, PBIS, STOIC, TTESS Observations: Learning Environment 3.1

Summative Evaluation: None

<p>Strategy 1: Review, plan and implement best practices in the school emergency operation plan and procedures, with monthly fire drills and other safety drills.</p> <p>Strategy's Expected Result/Impact: improvement in response time to all safety drills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Develop effective routines and procedures using the STOIC and PBIS models to support learning within the school and classroom .</p> <p>Strategy's Expected Result/Impact: structures school environments; positive rapport among students and parents; clearly defined expectations and behavior systems</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Staff</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 2: Reduce the number of incident referrals that result in administrative, corrective measures from an average of 179 infractions to less than 150 infractions per 9 weeks.

Evaluation Data Sources: Discipline Referrals in View It.





Summative Evaluation: None

Strategy 1: Increase the Ratio of Positive Interactions (RPI) using Positive Behavior Interventions and Supports. Strategy's Expected Result/Impact: Increase constructive student to teacher relationships and on task student behavior Staff Responsible for Monitoring: PBIS Committee, Staff Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Outline teacher and student expectations to increase compliance in unstructured areas such as hallways, restrooms, cafeteria and recess. Strategy's Expected Result/Impact: PBIS handbook Staff Responsible for Monitoring: PBIS Committee, Staff Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: Use online resources such as Education Galaxy and the Virtual Units of Study to enhance reading and writing instruction.</p> <p>Strategy's Expected Result/Impact: Increased reading levels</p> <p>Staff Responsible for Monitoring: Administration, Teachers and Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Use the online resource Dreambox to close educational gaps due to COVID virtual learning.</p> <p>Strategy's Expected Result/Impact: With the consistent use of 5 lessons per week, students will grow 1.5 grade levels and close educational gaps.</p> <p>Staff Responsible for Monitoring: Math Coach and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Teacher will learn and implement an LMS platform, either SeeSaw or Canvas</p> <p>Strategy's Expected Result/Impact: Meet the needs of our virtual students.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Smore-Weekly Updates are newsletters provided to teachers and staff with highlights on happenings around campus, celebrations, and important date information. Coaching Corner News - Staff receive monthly focus on Math, Literacy, SEL, PBIS/Behavior. Smore - Bi-Monthly Parent Newsletters to keep parents informed of happenings, important dates, district updates. Strategy's Expected Result/Impact: Weekly, monthly Staff Responsible for Monitoring: Principal, Core Leadership</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Patterson Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	23.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Leadership team meets to desegregate data from EOY STAAR, campus benchmarks, BAS reading levels, TELPAS, TAPR Report, Behavior reports (across the grade levels and by subgroups) and OHI to conduct a needs assessment to analyze all areas and subgroups of the school.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Leadership Team includes:

Principal: Julie Miller

Assistant Principals: Genesis Humphrey, Rian Stepp

Coaches: Susan Wold, Lisa Schaller

PK Lead: Cristina Rivera

Kinder Leads: (Bil) Carina Frausto, Hayley Hartley

1st Grade Lead: (Bil) Marilyn Lizardo, Ryan Lucado

2nd Grade Lead: (Bil) Kary Curtis, Maranda Brown

3rd Grade Lead: (Bil) Angela Dalhaus, Cristina Garcia

4th Grade Lead: Rachel Massengale

Special Lead: Stacy Inman

Sped Representative: LeighAnn Weinstock

Parent Representative: Kristi Everett

2.2: Regular monitoring and revision

Leadership Team meets monthly to monitor strategy implementation and make revisions as needed.

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

The Plan for Learning (CIP) will be available publicly through our campus website in English and in Spanish and a link to access will be sent through School Messenger.

2.4: Opportunities for all children to meet State standards

All grade level teams create intervention times, strategies, and focus for student in target groups, those performing below target expectations and those performing below grade level.

2.5: Increased learning time and well-rounded education

Administrators monitor the implementation of Tier 1 Best Practices and Research Based Strategies to increase student achievement.

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

At risk students will be monitored through each common assessment, grading period, and RTI learning cycle. The student support team meets on designated students every six weeks.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is sent home with Meet the Teacher information in the fall. Surveys at the end of the year gauge their input. Results from the survey are used in the Needs Assessment as well as the Climate and Culture.

3.2: Offer flexible number of parent involvement meetings

PTO meets every month on the first Thursday held via zoom for parents to attend. An open Zoom link is shared by PTO. PTO pushes out parent information via their social media.

On campus, our Parent Involvement Committee meets every month to create events like spirit nights at local restaurants. They also create a Curriculum Night each semester for parents to attend an electronic meeting for links to curricula and online resources to be used at home. A fall Drive through event will be held in December to disburse manipulatives to use as games and reinforcement at home.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eduardo DeLaCerde	Paraprofessional	Title I	1.00
Karla Gunn	RTI	Title I	1.00
Katie McKinney	Paraprofessional	Title I	.80
Lisa Schaller	Instructional Coach	Title I	1.00
Rebecca Betancourt	Paraprofessional	Title I	1.00
Susan Wold	Instructional Coach	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Gen Ed for At Risk Students		\$1,572,787.00
1	1	1	Tutoring		\$15,099.00
Sub-Total					\$1,587,886.00
Budgeted Fund Source Amount					\$1,587,886.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Teacher		\$71,061.00
1	1	1	Instructional Para		\$79,245.00
1	1	1	Instructional Materials		\$16,871.00
1	2	1	Instructional Coach		\$83,024.00
1	3	1	Instructional Coach		\$79,756.00
Sub-Total					\$329,957.00
Budgeted Fund Source Amount					\$329,957.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$1,925,343.00

Addendums