

**Conroe Independent School District**  
**Patterson Elementary**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	13
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	19
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	21
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	22
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	25
Title I	28
1. Comprehensive Needs Assessment (CNA)	29
1.1: Comprehensive Needs Assessment	29
2. Campus Improvement Plan	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	29
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
3. Annual Evaluation	30
3.1: Annually evaluate the schoolwide plan	30
4. Parent and Family Engagement (PFE)	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	30
5. Targeted Assistance Schools Only	30
Title I Personnel	31
Campus Funding Summary	32

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

For the 2021-2022 school year, Patterson met all three target areas:

Domain 1 - Student Achievement: 75

Domain 2 - School Progress: 88

Domain 3 - Closing Performance Gaps: 78

These scores result in Patterson Elementary receiving a 2022 Accountability B Rating. Additionally, Patterson received Distinction Designations in the following areas:

Academic Achievement in ELA/Reading

Academic Achievement in Math

On the 2022 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading-Meets: 49%; Reading-Masters-25%

Math-Meets:41%; Math-Masters-22%

While the campus shows overall strong scores in comparison to campus averages in 2021, there are still some gaps in student groups within our campus. These groups include Special Ed, Economically Disadvantaged, and Emergent Bilingual. These areas need to be targeted for more personalized learning in order to meet said targets Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Special Ed Meets Grade Level in Reading: 13% (Campus 49%)

Special Ed Meets Grade Level in Math: 17% (Campus 41%)

Economically Disadvantaged Meets Grade Level in Reading: 43% (Campus 49%)

Economically Disadvantaged Meets Grade Level in Math: 36% (Campus 41%)

Emergent Bilingual Meets Grade Level in Reading: 40% (Campus 49%)

Emergent Bilingual Meets Grade Level in Math: 37% (Campus 41%)

### Student Achievement Strengths

Patterson Elementary continues to push students to the Masters level in all subjects. In 2022, 23% of all students scored "Masters Grade Level". This is a 9% increase from 2021.

Reading continues to be a strength for our campus with 25% of our student population scoring "Masters Grade Level". This is a 12% increase from 2021.

In Math, students in all grades increased 17% to 22% at Masters grade level.

Patterson Elementary received an overall grade of "B" on the State Accountability System.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Although students have shown growth from 2021 STAAR, on the 2022 STAAR Math only 41% of all students met or mastered grade level standards. **Root Cause:** Teacher attendance was low which led to the lack of consistency of teacher planning and instruction.

**Problem Statement 2:** Although students have shown growth from 2021 STAAR, on the 2022 Reading STAAR only 40% of Emergent Bilingual students met or mastered grade level standards. **Root Cause:** There is a need to build teacher understanding of PLD levels by calibrating across grade levels throughout the year in each domain. In addition, we will have vertical alignment to discuss how to facilitate student growth.

**Problem Statement 3 (Prioritized):** Although students have shown growth from 2021 STAAR, on the 2022 STAAR Reading only 49% of all students met or mastered grade level standards. **Root Cause:** Lack of Tier 1 Best Practices with fidelity and small group. Small groups were not targeted by individual student needs.

**Problem Statement 4 (Prioritized):** Although students have shown growth in reading levels, 58% of first graders at the end of the 21-22 school year were on grade level or higher on BAS reading levels. **Root Cause:** Lack of collaborative team planning. Small groups were not targeted by individual student needs.

**Problem Statement 5 (Prioritized):** Although students have shown growth in reading levels, 59% of kindergarteners at the end of the 21-22 school year were at benchmark or higher on phonemic awareness using the mClass assessment. **Root Cause:** Many kindergarteners did not attend pre-kindergarten, pre-school, or other day programs due to COVID-19.

**Problem Statement 6:** Special Education student groups are not meeting state standards. For each subject in both grade levels, 13-17% of special education students met standard and 7-10% masters. **Root Cause:** Academic strategies and content being taught to our special education students is not fully aligned to the grade level TEKS. Collaboration between general education and special education teacher has not been consistent.

**Problem Statement 7 (Prioritized):** Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. **Root Cause:** Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for economically disadvantaged students.

**Problem Statement 8:** Although our overall percentage of students at the masters level increased from 2021 STAAR to 2022 STAAR, STAAR Math only increased from 17% to

22%. **Root Cause:** Potential masters students are not provided with enough opportunities for productive struggle.

# Culture and Climate

## Culture and Climate Summary

Patterson is a Title 1 School with 70.8% students Economically Disadvantaged, 55.8% At Risk, 29.6% White, 62.1% Hispanic, 9.9% Sped, and 26.8% Bilingual.

Parent Involvement events that involve social interactions are well attended, but there is minimal attendance for academic conferences. The school engages in monthly, counselor led 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 2021 Occupational Health Survey shows a decline in Communication Adequacy. To increase credibility, open communication, decision making at the most appropriate level for implementation, we have chosen to combine Faculty Advisory Council with the Team Leader group. This leadership group will meet two times a month with agreed upon minutes for clear communication. This group will be charged with articulating and modeling commitment to organizational vision and purpose.

Team leaders will communicate with teams on common Parent Information Night content. Leaders will guide the lesson planning process with all members digging in to curricula while maintaining some autonomy to devise small group lessons to meet class needs.

## Culture and Climate Strengths

In CISD, all campuses and staff will engage in Foundations 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, respect for others, successfully manage their emotions, behaviors, and make responsible decisions.
- Safe Schools training 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. Patterson will continue to support the district wide efforts with monthly PD.

OHI Strengths include:

- Cohesion, Innovativeness, and Problem Solving Adequacy

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Staff is unclear on how to handle tiers of behavior. **Root Cause:** Staff has not leveled behaviors with the support of the Foundations team and turnover for teachers has led to communication breakdowns.

**Problem Statement 2:** Communication does not flow vertically and horizontally using all available outlets. **Root Cause:** Grade level teams were not given enough opportunity to collaborate school-wide structures aligning to campus goals, district initiatives, and a deeper dig into instructional needs.

**Problem Statement 3:** Communication was one of the lowest indicators on the OHI. **Root Cause:** Due to delayed starts in the school year and changes in structures, lines of communication were disrupted.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Communication with families and community members is an important focus at Patterson Elementary. Beginning the 2022-2022 school year, a school-wide newsletter is emailed and texted to families weekly containing upcoming events, announcements, and daily happenings at Patterson Elementary. The PTO has been invited back into the school for events, including Watch D.O.G.S., fundraisers, spirit nights, and school-wide programs.

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. Campus and parental support through 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: Meet the Teacher, Back to School Bash, Open House, Family Spirit Nights, Curriculum Nights, and other School Events.

## Parent and Community Engagement Strengths

Parents and students feel safe.

Parents feel well informed about both academic and non-academic subjects.

Parents feel safe contacting school personnel to discuss issues with their child.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parent participation has decreased the past several years due to restrictions with in-person events. **Root Cause:** Due to COVID, families were unable to come during non-curricular activities on campus.

**Problem Statement 2:** The school does not provide parent trainings focused on how to assist students at home with academics. **Root Cause:** Parent trainings regarding academics



were not provided due to COVID restrictions. Math and Reading Nights were mostly drive-throughs to pick up academic materials.

**Problem Statement 3:** There is a lack of community involvement. **Root Cause:** Covid as well as limited opportunities for community stakeholders to participate in school activities.

# Priority Problem Statements

**Problem Statement 1:** Although students have shown growth from 2021 STAAR, on the 2022 STAAR Math only 41% of all students met or mastered grade level standards.

**Root Cause 1:** Teacher attendance was low which led to the lack of consistency of teacher planning and instruction.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 6:** Staff is unclear on how to handle tiers of behavior.

**Root Cause 6:** Staff has not leveled behaviors with the support of the Foundations team and turnover for teachers has led to communication breakdowns.

**Problem Statement 6 Areas:** Culture and Climate

**Problem Statement 7:** Parent participation has decreased the past several years due to restrictions with in-person events.

**Root Cause 7:** Due to COVID, families were unable to come during non-curricular activities on campus.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 2:** Although students have shown growth from 2021 STAAR, on the 2022 STAAR Reading only 49% of all students met or mastered grade level standards.

**Root Cause 2:** Lack of Tier 1 Best Practices with fidelity and small group. Small groups were not targeted by individual student needs.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Although students have shown growth in reading levels, 58% of first graders at the end of the 21-22 school year were on grade level or higher on BAS reading levels.

**Root Cause 3:** Lack of collaborative team planning. Small groups were not targeted by individual student needs.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Although students have shown growth in reading levels, 59% of kindergarteners at the end of the 21-22 school year were at benchmark or higher on phonemic awareness using the mClass assessment.

**Root Cause 4:** Many kindergarteners did not attend pre-kindergarten, pre-school, or other day programs due to COVID-19.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers.

**Root Cause 5:** Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for economically disadvantaged students.

**Problem Statement 5 Areas:** Student Achievement

# 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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





# Goals

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 32% to 40%.

**Evaluation Data Sources:** STAAR, District and Campus Common and Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CISD Solves implemented with fidelity campus wide</p> <p><b>Strategy's Expected Result/Impact:</b> Vertical Alignment, Cohesive and Best Practices, Effective implementation of CISD Solves, Effective Utilization of students data to drive instruction, effective implementation of guided math groups, school wide implementation of poster method, and collaborative planning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Math Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 7</p> <p><b>Funding Sources:</b> Campus Math Instructional Coach - Title I - \$83,462, Technology: Chromebooks - ESSER III - \$11,500</p>	Formative			Summative
	Oct	Dec	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although students have shown growth from 2021 STAAR, on the 2022 STAAR Math only 41% of all students met or mastered grade level standards. <b>Root Cause:</b> Teacher attendance was low which led to the lack of consistency of teacher planning and instruction.</p>

## Student Achievement

**Problem Statement 7:** Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. **Root Cause:** Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for economically disadvantaged students.





**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 55% to 62%.

**Evaluation Data Sources:** STAAR, District and Campus Common and Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using CISD READS and WRITE with fidelity; Differentiated Small Group Instruction reboot</p> <p><b>Strategy's Expected Result/Impact:</b> Vertical Alignment, Cohesive and Best Practices, Effective implementation of Readers Workshop, Effective Utilization of students data to drive instruction, effective implementation of guided reading/strategy groups and strategic use of the mini lesson, collaborative planning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ELA Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 3, 4, 5, 7</p> <p><b>Funding Sources:</b> Campus Literacy Coach - Title I - \$86,697, Level Guided Reading books - ESSER III - \$7,287</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Although students have shown growth from 2021 STAAR, on the 2022 STAAR Reading only 49% of all students met or mastered grade level standards. <b>Root Cause:</b> Lack of Tier 1 Best Practices with fidelity and small group. Small groups were not targeted by individual student needs.</p> <p><b>Problem Statement 4:</b> Although students have shown growth in reading levels, 58% of first graders at the end of the 21-22 school year were on grade level or higher on BAS reading levels. <b>Root Cause:</b> Lack of collaborative team planning. Small groups were not targeted by individual student needs.</p> <p><b>Problem Statement 5:</b> Although students have shown growth in reading levels, 59% of kindergarteners at the end of the 21-22 school year were at benchmark or higher on phonemic awareness using the mClass assessment. <b>Root Cause:</b> Many kindergarteners did not attend pre-kindergarten, pre-school, or other day programs due to COVID-19.</p>

## Student Achievement

**Problem Statement 7:** Economically disadvantaged students are showing growth but continue to under-perform their non-economically disadvantaged peers. **Root Cause:** Gaps in attendance, student mobility, and monitoring of RTI Interventions have contributed to stagnant growth for economically disadvantaged students.



**Goal 1: Student Achievement and Post-Secondary Success**





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3:** Increase the percent of Kindergarten students reading at or above grade level at the end of the year from 64% to 70%

**HB3 Goal**

**Evaluation Data Sources:** Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using CISD READS and WRITE with fidelity; Differentiated Guided Reading Groups; Heggerty</p> <p><b>Strategy's Expected Result/Impact:</b> Vertical Alignment, Cohesive and Best Practices, Effective implementation of Readers Workshop, Effective Utilization of students data to drive instruction, effective implementation of guided reading/strategy groups and strategic use of the mini lesson, collaborative planning; To increase the staffs knowledge of a well balances literacy program, in order to better meet the needs of our readers</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ELA Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools -</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Extra Duty - ESSER III - \$3,037, Teachers - ESSER III - \$237,635</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> Although students have shown grown in reading levels, 59% of kindergarteners at the end of the 21-22 school year were at benchmark or higher on phonemic awareness using the mClass assessment. <b>Root Cause:</b> Many kindergarteners did not attend pre-kindergarten, pre-school, or other day programs due to COVID-19.</p>





**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** Increase the percent of first grade students reading at or above grade level at the end of the year from 58% to 65%

**HB3 Goal**

**Evaluation Data Sources:** Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using CISD READS and WRITE with fidelity; Differentiated Guided Reading Groups; Heggerty</p> <p><b>Strategy's Expected Result/Impact:</b> Vertical Alignment, Cohesive and Best Practices, Effective implementation of Readers Workshop, Effective Utilization of students data to drive instruction, effective implementation of guided reading/strategy groups and strategic use of the mini lesson, collaborative planning; To increase the staffs knowledge of a well balances literacy program, in order to better meet the needs of our readers</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ELA Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Bilingual Readers - Title III - \$7,100</p>	Formative			Summative
	Oct	Dec	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 1: Student Achievement and Post-Secondary Success**


CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.


**Performance Objective 5:** Increase the percent of second grade students reading at or above grade level at the end of the year from 72% to 80%


**Evaluation Data Sources:** Benchmark Assessment System BAS, mClass, Professional Learning Teams, running records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using CISD READS and WRITE with fidelity; Differentiated Guided Reading Groups; Heggerty  <b>Strategy's Expected Result/Impact:</b> Vertical Alignment, Cohesive and Best Practices, Effective implementation of Readers Workshop, Effective Utilization of students data to drive instruction, effective implementation of guided reading/strategy groups and strategic use of the mini lesson, collaborative planning; To increase the staffs knowledge of a well balances literacy program, in order to better meet the needs of our readers  <b>Staff Responsible for Monitoring:</b> Admin, ELA Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Funding Sources:</b> Substitutes - State Comp Ed - \$11,372</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** Patterson will maintain efficient and effective fiscal management of resources and operations. Our campus expenditures will align to goals and objectives.

**Evaluation Data Sources:** monthly financial reports, Title I Summary Reports, SCE Summary Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The principal will meet with the campus secretary weekly to review budget and needs.  <b>Strategy's Expected Result/Impact:</b> Campus will maintain responsible spending and reporting.  <b>Staff Responsible for Monitoring:</b> Campus Secretary and Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:**

CORE instructional team conducts weekly targeted walkthroughs that are intentionally connected to campus expectations and look-fors.

**Evaluation Data Sources:** Walkthrough forms, observations, student performance.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CORE team will meet weekly to review data from instructional walk-throughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of CISD best practices will be monitored and supported for fidelity in practice campus wide.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Campus Leadership Team, Assistant Principal, &amp; Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Levels books for Guided Reading Libraries - Title I - \$48,706</p>	Formative			Summative
	Oct	Dec	Mar	June

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

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** To recruit, retain and develop highly qualified teacher and staff for all students that reflects our student population.

**Evaluation Data Sources:** HQ Reporting, TTESS evaluation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Partner with local universities to facilitate teacher preparation programs.  <b>Strategy's Expected Result/Impact:</b> Obtain Highly qualified and diverse applicants.  <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

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

**Evaluation Data Sources:** Discipline data, Student/Parent surveys, teacher surveys, Observation by Patterson's Foundation Team, Safety Team Feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of a team of teachers to evaluate and plan school safety measures through implementation of a campus Safety Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and structures regarding school safety.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1</p> <p><b>Funding Sources:</b> Campus Instructional Behavior Coach - ESSER III - \$77,217</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





Culture and Climate
<p><b>Problem Statement 1:</b> Staff is unclear on how to handle tiers of behavior. <b>Root Cause:</b> Staff has not leveled behaviors with the support of the Foundations team and turnover for teachers has led to communication breakdowns.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 2:** Establish school wide practices that encourage all stakeholders to communicate safely and effectively using a variety of tools.

**Evaluation Data Sources:** Title 1 survey, parent contact data, attendance from schoolwide events, and community response to communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide families with weekly school-wide newsletters and collect surveys for continued feedback and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness about instructional practices, volunteer opportunities, school needs, and events taking place at school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, District Coaches, and Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Family Engagement Books and Supplies - Title I - \$3,520</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> Parent participation has decreased the past several years due to restrictions with in-person events. <b>Root Cause:</b> Due to COVID, families were unable to come during non-curricular activities on campus.</p>







**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** Partner with Communities in Schools to provide resources, support, and mentoring for the students at Patterson.

**Evaluation Data Sources:** Teacher and Student Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with Communities in Schools representative to provide a list of students with highest behavioral and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student rapport with peers and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools Representative, Counselor, Teachers, Assistant Principals, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Provide support that allows for integration of virtual learning platforms and tools that enhance instruction.

**Evaluation Data Sources:** Formative assessment data, walkthroughs, and lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer professional development opportunities from district and campus coaches that offer choices to integrate tools and platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge of possibilities within different platforms and tools.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principals, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools -</p> <p><b>Funding Sources:</b> Instructional Materials for At-Risk Students - State Comp Ed - \$11,372</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** Establish a system for teachers to reflect, monitor, and adjust practices to deliver highly rigorous instruction.

**Evaluation Data Sources:** Instructional rounds, coaching cycles, and walkthroughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Observe and provide Feedback of student's application of transferring small group Reading strategies to Independent Reading practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Apply teacher demonstrated reading strategies to their own independent reading.</p> <p><b>Staff Responsible for Monitoring:</b> RtI &amp; Instruction Team, Coaches, Assistant Principal &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Paraprofessional - Title I - \$29,791, Academic Interventionist - Title I - \$76,095</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Observe and provide Feedback in the areas of of Guided Math in areas of tiering small group instruction and anchor stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishes classroom practices that encourage all students to</p>	Formative			Summative
	Oct	Dec	Mar	June

communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.

**Staff Responsible for Monitoring:** RtI & Instruction Team, Coaches, Assistant Principal & Principal

**TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**

Lever 5: Effective Instruction

**Funding Sources:** Instructional Paraprofessional - Title I - \$24,499

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

## 2. Campus Improvement Plan

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

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

### 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

### 2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

### 2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

## **3. Annual Evaluation**

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

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

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

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

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

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

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eduardo DeLaCerde	Paraprofessional	Title I	1
Lisa Schaller	Instructional Coach	Title I	1
Mary Fletcher	Academic Interventionist	Title I	1
Susan Wold	Instructional Coach	Title I	1
Zuany Lopez	Paraprofessional	Title I	1



# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Math Instructional Coach		\$83,462.00
1	2	1	Campus Literacy Coach		\$86,697.00
2	2	1	Levels books for Guided Reading Libraries		\$48,706.00
4	2	1	Family Engagement Books and Supplies		\$3,520.00
5	2	1	Academic Interventionist		\$76,095.00
5	2	1	Instructional Paraprofessional		\$29,791.00
5	2	2	Instructional Paraprofessional		\$24,499.00
<b>Sub-Total</b>					\$352,770.00
<b>Budgeted Fund Source Amount</b>					\$352,770.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Bilingual Readers		\$7,100.00
<b>Sub-Total</b>					\$7,100.00
<b>Budgeted Fund Source Amount</b>					\$7,100.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Substitutes		\$11,372.00
5	1	1	Instructional Materials for At-Risk Students		\$11,372.00
<b>Sub-Total</b>					\$22,744.00
<b>Budgeted Fund Source Amount</b>					\$22,744.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology: Chromebooks		\$11,500.00
1	2	1	Level Guided Reading books		\$7,287.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Teachers		\$237,635.00
1	3	1	Extra Duty		\$3,037.00
4	1	1	Campus Instructional Behavior Coach		\$77,217.00
<b>Sub-Total</b>					\$336,676.00
<b>Budgeted Fund Source Amount</b>					\$336,676.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$719,290.00
<b>Grand Total Spent</b>					\$719,290.00
<b>+/- Difference</b>					\$0.00