

Seguin Independent School District

Patlan Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science
Postsecondary Readiness



Board Approval Date: October 25, 2022

Mission Statement

To establish a positive, inclusive, collaborative, destination campus!

Vision

Success for All!

Value Statement

Mission: Success for all students.

Our vision is to establish a positive, inclusive, collaborative, destination campus that is accessible to ALL!

We believe Patlan Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

Patlan Matadors work hard and never give up.

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Comprehensive Needs Assessment

Revised/Approved: August 22, 2022

Demographics

Demographics Summary

Patlan Elementary served about 460 students for the 21-22 School Year. 82% were Hispanic. 13% were white and 5% were African American.

The 2021 TAPR states we had 60% economically disadvantaged, 28% Emergent Bilingual Students, 13% Special Education Students, 5% Gifted and Talented Students. Many students have experienced trauma.

Our overall attendance rate was 93% The average class size was about 20:1. We have 14 new staff members which include 5 first year teachers.

Demographics Strengths

Dual Language two-way is offered from kindergarten through 1st grade.

Assistance and support provided to low socio-economic learners through Community in Schools.

ACE program provides academic supports through tutoring.

SEL Lessons are provided by counselor.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments. **Root Cause:** Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.

Problem Statement 2 (Prioritized): Special Education students are not performing as well as peers on state assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 3 (Prioritized): First Year teachers and new staff members will require additional support. **Root Cause:** High-turnover rate from previous school year

Problem Statement 4 (Prioritized): Trauma interferes with student's ability to learn. **Root Cause:** Teachers need to have more training and resources in trauma informed instruction.

Student Learning

Student Learning Summary

Preliminary STAAR Results Overall

Student Achievement 73 C

Approaches 71.85

Meets 42.96

Masters 21.11

Academic Growth 85 B

Relative Performance 80 B

Closing the Gap Domain 77 C

Overall Grade B

Overall STAAR Data

Grade and Subject		Approaches	Meets	Masters
3rd Math	79	50	25	
4th Math	67	35	13	
5th Math	86	52	26	
3rd Reading	73	44	29	
4th Reading	76	48	19	
5th Reading	79	52	29	
5th Science	67	40	17	

21-22 Istation Data

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Kinder	30%	25%	32%	29%	29%	26%	43%	35%	42%
Kinder SP	34%	58%	55%	71%	43%	53%	50%	55%	63%

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
1st	42%	39%	32%	39%	41%	42%	40%	50%	64%
1st SP	63%	45%	45%	63%	54%	50%	58%	58%	67%
2nd	48%	50%	46%	41%	45%	50%	51%	51%	53%
2nd SP	31%	43%	39%	24%	30%	41%	33%	34%	20%
3rd	23%	42%	42%	47%	38%	38%	43%	42%	48%
3rd SP	16%	16%	26%	40%	35%	30%	30%	25%	30%
4th	49%	35%	43%	48%	44%	38%	47%	41%	40%
4th SP	62%	55%	62%	60%	69%	45%	65%	28%	60%
5th	52%	59%	51%	65%	58%	55%	72%	53%	56%
5th SP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Campus	41%	42%	41%	45%	43%	42%	49%	45%	51%
Campus SP	41.2	43%	45%	52%	46%	44%	47%	40%	48%

Student Learning Strengths

We are a B-Rated Campus.

Two distinctions were given in science and post secondary readiness.

Majority of all state assessment data was above 70 in the area of approaches.

Intervention block is provided for all grade levels to meet the need of students.

Majority of grade levels increased in iStation from beginning to the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students have gaps in core subjects such as math, reading, and science. **Root Cause:** Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Problem Statement 2 (Prioritized): All math teachers will need to invest additional time and resources into Eureka Math. **Root Cause:** Eureka math is new to every teacher.

Problem Statement 3 (Prioritized): Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments. **Root Cause:** Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.

Problem Statement 4 (Prioritized): Special Education students are not performing as well as peers on state assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 5: iStation data shows that a large amount of students are not on grade level. **Root Cause:** Students lack foundational reading skills.

School Processes & Programs

School Processes & Programs Summary

Weekly PLCs and Planning Meetings for all grade levels, Campus leadership team will also meet weekly.

Monthly faculty and committee meeting. Committees will consist of SBDM(Team Leads), PBIS, Parent/Community(Outreach) and Multicultural/Diversity

RTI monthly meetings will be held to adjust intervention tiers.

Clubs at Patlan are student council, kindness club and art club.

Patlan participates in the ACE after school program.

School Processes & Programs Strengths

PBIS is a strength for our campus. Procedures and Routines are in place.

Committees are involving all member of the campus.

Patlan will have Wednesday Clubs through ACE.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent meetings and communication **Root Cause:** Scheduling conflicts

Problem Statement 2 (Prioritized): Lack of extracurricular programming for students. **Root Cause:** Conflict with after school programming.

Problem Statement 3 (Prioritized): Lack of parental environment **Root Cause:** Lack of communication and fall-out from COVID

Problem Statement 4 (Prioritized): Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments. **Root Cause:** Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.

Problem Statement 5 (Prioritized): Special Education students are not performing as well as peers on state assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 6 (Prioritized): First Year teachers and new staff members will require additional support. **Root Cause:** High-turnover rate from previous school year

Problem Statement 7 (Prioritized): All math teachers will need to invest additional time and resources into Eureka Math. **Root Cause:** Eureka math is new to every teacher.

Problem Statement 8: Lack of Community Involvement **Root Cause:** Lack of outreach and fallout from COVID.

Perceptions

Perceptions Summary

Overall positive, staff, parent, and students surveys for those who participated. Surveys are not completed by all stakeholders. Culture, climate and value beliefs are written and shared with the faculty. Community partnerships and volunteers are an area that requires growth.

Perceptions Strengths

Established mission, vision and motto for campus.

All staff members are aware of campus's three main goals.

After school events are well attended.

Social media following has increased.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parental environment **Root Cause:** Lack of communication and fall-out from COVID

Problem Statement 2: Lack of community partnerships **Root Cause:** Lack of communication and need to establish relationships with organizations and businesses.

Priority Problem Statements

Problem Statement 1: First Year teachers and new staff members will require additional support.

Root Cause 1: High-turnover rate from previous school year

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: Special Education students are not performing as well as peers on state assessments.

Root Cause 2: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Trauma interferes with student's ability to learn.

Root Cause 3: Teachers need to have more training and resources in trauma informed instruction.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Many students have gaps in core subjects such as math, reading, and science.

Root Cause 4: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments.

Root Cause 5: Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: All math teachers will need to invest additional time and resources into Eureka Math.

Root Cause 6: Eureka math is new to every teacher.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: Lack of parental environment

Root Cause 7: Lack of communication and fall-out from COVID

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Lack of extracurricular programming for students.

Root Cause 8: Conflict with after school programming.

Problem Statement 8 Areas: School Processes & Programs

Goals






Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on STAAR Reading from 46% to 50% by August of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provided reading intervention during the day for all grade levels. Strategy's Expected Result/Impact: Increase Student Achievement in the area of reading Staff Responsible for Monitoring: Interventionists and Admin Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: Many students have gaps in core subjects such as math, reading, and science. Root Cause: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Performance Objective 2: Strengthen our Dual Language Program by increasing the amount of our students meeting grade level expectations.

Evaluation Data Sources: State, District Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Attend the TABE Conference Strategy's Expected Result/Impact: Increase Knowledge of Dual Language program Staff Responsible for Monitoring: Admin, Dual Language Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4 Funding Sources: Teacher registration - 211 Title I - 211.13.00.108.3.24.000.6299 - \$2,550, Admin. Registration - 211 Title I - 211.23.00.108.3.24.000.6299 - \$525, Teacher Travel - 211 Title I - 211.13.00.108.3.24.000.6411 - \$1,538 , Admin. travel - 211 Title I - 211.23.00.108.3.24.000.6411 - \$180, Substitutes - 211 Title I - 211.13.00.108.3.24.000.6112 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide smaller groups for DL intervention Strategy's Expected Result/Impact: Decrease achievement gap between bilingual and monolingual students Staff Responsible for Monitoring: Admin. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide Dual Language resources to teachers and students. Strategy's Expected Result/Impact: Increase academic achievement for Dual Language Students Staff Responsible for Monitoring: Admin. Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4 Funding Sources: Supplies and Material - 211 Title I - 211.11.00.108.3.24.000.6399 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Purchase Headphones for TELPAS Practice Strategy's Expected Result/Impact: Increase TELPAS, district and assessment scores for emergent bilinguals. Staff Responsible for Monitoring: Admin, Bilingual Teachers Title I: 2.4 Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

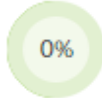




Demographics
Problem Statement 1: Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments. Root Cause: Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.
Student Learning
Problem Statement 3: Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments. Root Cause: Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.
School Processes & Programs
Problem Statement 4: Emergent bilingual students are not performing as well as non emergent bilingual students on state and district assessments. Root Cause: Lack of vocabulary, foundational skills and life experiences, inconsistent bilingual programs have created gaps.

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Performance Objective 3: Strengthen our Special Education Programing by increasing the amount of students meeting grade level expectations.

High Priority

Evaluation Data Sources: State, District Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Increase the amount of SPED and General Education collaboration through PLCs, RTI meetings Strategy's Expected Result/Impact: Improve instructional practices for SPED students Staff Responsible for Monitoring: SPED teachers, Admin. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Special Education students are not performing as well as peers on state assessments. Root Cause: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.
Student Learning
Problem Statement 4: Special Education students are not performing as well as peers on state assessments. Root Cause: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.
School Processes & Programs
Problem Statement 5: Special Education students are not performing as well as peers on state assessments. Root Cause: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.






Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 50% to 54% by August 2025.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on STAAR Math from 45% to 50% by August of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Provide math resources to support new math curriculum, Eureka Strategy's Expected Result/Impact: Increase academic achievement in the area of math Staff Responsible for Monitoring: Admin. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Problem Statements: Student Learning 2 - School Processes & Programs 7 Funding Sources: Material and Supplies - 211 Title I - 211.11.00.108.3.24.000.6399 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: All math teachers will need to invest additional time and resources into Eureka Math. Root Cause: Eureka math is new to every teacher.
School Processes & Programs
Problem Statement 7: All math teachers will need to invest additional time and resources into Eureka Math. Root Cause: Eureka math is new to every teacher.






Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025

Performance Objective 1: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students meet and masters in all subjects from 45% to 50% by August of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessments






Strategy 1 Details	Reviews			
Strategy 1: Host a career day for Career Day for Students Strategy's Expected Result/Impact: Students will be more knowledgeable and aware of opportunities. Staff Responsible for Monitoring: Admin, Counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: Refreshments - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6499 - \$100, Material and Supplies - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6399 - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: Increase our overall attendance rate from 94.8 to 96.

High Priority






Evaluation Data Sources: Attendance Records

Strategy 1 Details	Reviews			
Strategy 1: Provide student, class and campus incentives to promote good attendance Strategy's Expected Result/Impact: Increase Attendance Staff Responsible for Monitoring: Admin, Attendance Clerk Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.



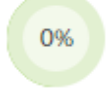
Performance Objective 2: Improve our overall Panorama SEL Survey Data to decrease the amount of students with no SEL Strengths






Evaluation Data Sources: Panorama surveys

Strategy 1 Details	Reviews			
Strategy 1: SEL lessons and activities are provided by counselor and CIS site coordinator. Strategy's Expected Result/Impact: Create a more positive environment and equip students with more coping skills. Staff Responsible for Monitoring: Counselor and CIS Site Coordinator Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: Increase the amount of enriching experiences for our students by 20%

Strategy 1 Details	Reviews			
Strategy 1: Coordinate Healthy Brain Break during the 4 scheduled LIINK Breaks Strategy's Expected Result/Impact: Decreased off-task behavior and Increase Physical Fitness Staff Responsible for Monitoring: Teachers, Admin Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of musical instruments students have access during the day and for extracurricular activities Strategy's Expected Result/Impact: Increases number of extracurricular activities, motivate learning, build self-confidence and self- discipline. and improved motor skills Staff Responsible for Monitoring: Music Teacher, Admin, Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide transportation to extracurricular field trips and events Strategy's Expected Result/Impact: Students will build more background knowledge and be exposed to more cultural opportunities. Staff Responsible for Monitoring: Admin. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Providing an On-Site Planetarium Strategy's Expected Result/Impact: Increase knowledge of science TEKS and provide an enriching experience. Staff Responsible for Monitoring: 5th Admin. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of extracurricular programming for students. Root Cause: Conflict with after school programming.

Goal 5: Patlan will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Patlan will increase our retention rate from 46% to 56%





High Priority
Evaluation Data Sources: Surveys
Guiding Coalition Agendas






Strategy 1 Details	Reviews			
Strategy 1: Provide time for teacher professional learning communities within the school day. Funding Sources: Substitues - 211 Title I - 211.13.00.108.3.24.000.6112 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 50%			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: Patlan will increase the amount of parental involvement events on campus by 50%.

Evaluation Data Sources: Sign-in sheets
Agendas

Strategy 1 Details	Reviews			
Strategy 1: Attend Parenting Partners conference and begin classes for the Fall and Spring Semester. Strategy's Expected Result/Impact: Increase parent involvement. Staff Responsible for Monitoring: Counselor, Admin, Parenting Partner facilitators. Title I: 4.2 Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parenting Partner classes will be held for Six Weeks. (Refreshments will be provided.) Strategy's Expected Result/Impact: Increase parent engagement and provide strategies Staff Responsible for Monitoring: Parenting Partner team (Counselor, Assistant Principal, and CIS site coordinator) Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 1 Funding Sources: Refreshments - 211 Title I Parental Involvement - 211.63.00.108.3.24.000.649999	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Host a academic night for parents to provide them tips if how to help their students be successful. Strategy's Expected Result/Impact: Increase parental involvement and give parents homework tips. Staff Responsible for Monitoring: Admin. Title I: 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 3 - Perceptions 1 Funding Sources: Refreshments - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6499 - \$600, Supplies and Materials - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6399 - \$600		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Lack of parental environment Root Cause: Lack of communication and fall-out from COVID
Perceptions
Problem Statement 1: Lack of parental environment Root Cause: Lack of communication and fall-out from COVID

Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Patlan will increase the amount of community partnerships on campus by 50%

Evaluation Data Sources: Sign-In Sheets
Agendas



Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.






Performance Objective 1: Patlan will increase our overall accountability score from an 84 to 90 by August of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: ACE, after school program, will conduct tutoring for their students. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Admin. ACE Site Coordinator. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 Funding Sources: Tutoring - 211 Title I - 211.13.00.108.3.24.000.6118 - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Intercession will be provided to at-risk students. (Intervention and enrichment will be provided) Strategy's Expected Result/Impact: To close gaps and increase academic achievement. Staff Responsible for Monitoring: Admin., intercession teachers. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Supplies and Material for Intercession - 211 Title I - 211.11.00.108.3.24.000.6399 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 3-5 teachers will attend the Lead4ward Rockin' Review Strategy's Expected Result/Impact: Learn high-impact TEKS clusters and STAAR 2.0 instructional priorities Engage and energize learners with meaningful practices and strategies to increase achievement Staff Responsible for Monitoring: Admin. STAAR Teachers Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many students have gaps in core subjects such as math, reading, and science. Root Cause: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisandra Black	Academic Dean	Instruction	.75

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher registration	211.13.00.108.3.24.000.6299	\$2,550.00
1	2	1	Admin. Registration	211.23.00.108.3.24.000.6299	\$525.00
1	2	1	Admin. travel	211.23.00.108.3.24.000.6411	\$180.00
1	2	1	Teacher Travel	211.13.00.108.3.24.000.6411	\$1,538.00
1	2	1	Substitutes	211.13.00.108.3.24.000.6112	\$1,000.00
1	2	3	Supplies and Material	211.11.00.108.3.24.000.6399	\$5,000.00
2	1	1	Material and Supplies	211.11.00.108.3.24.000.6399	\$1,000.00
5	1	1	Substitues	211.13.00.108.3.24.000.6112	\$2,000.00
7	1	1	Tutoring	211.13.00.108.3.24.000.6118	\$25,000.00
7	1	2	Supplies and Material for Intercession	211.11.00.108.3.24.000.6399	\$2,000.00
Sub-Total					\$40,793.00
Budgeted Fund Source Amount					\$113,075.00
+/- Difference					\$72,282.00
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Material and Supplies	211.61.00.108.3.24.000.6399	\$250.00
3	1	1	Refreshments	211.61.00.108.3.24.000.6499	\$100.00
6	1	2	Refreshments	211.63.00.108.3.24.000.649999	\$0.00
6	1	3	Refreshments	211.61.00.108.3.24.000.6499	\$600.00
6	1	3	Supplies and Materials	211.61.00.108.3.24.000.6399	\$600.00
Sub-Total					\$1,550.00
Budgeted Fund Source Amount					\$2,276.00
+/- Difference					\$726.00
Grand Total Budgeted					\$115,351.00
Grand Total Spent					\$42,343.00
+/- Difference					\$73,008.00