

Seguin Independent School District



Patlan Elementary School

2025-2026 Campus Improvement Plan

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	9
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	16
Goals	19
Goal 1 : Increase the percentage of third-grade students who score meets grade level o...	20
Goal 2 : Increase the percentage of third-grade students who score meets grade level o...	25
Goal 3 : Increase the percentage of students who meet the College, Career, or Military ...	29
Goal 4 : Patlan will improve students, parent, community and staff satisfaction as deter...	33
Goal 5 : Patlan will be a Tier 1 school based on the school performance framework (QSA...	38
Title I Summary	40
Title I Personnel	41
Committees	42
Site Based Decision Making Committee	43
Meeting Logs	43
Members	43



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

At Patlan, our primary focus will be on fostering growth in all areas of student development. We are committed to creating an environment where students can thrive academically, socially, and emotionally, ensuring that each child reaches their full potential. Our dedicated team will implement strategies and programs that support continuous improvement and achievement for every student.

We will place a strong emphasis on writing across all grade levels, recognizing it as a fundamental skill that is essential for academic success and effective communication. Our curriculum will incorporate diverse writing opportunities, encouraging students to express their ideas clearly and creatively. By enhancing our writing instruction, we aim to equip students with the skills necessary to excel in their academic pursuits and beyond.

With the addition of seven new staff members, we are excited to build a stronger sense of community within our school. These new team members bring a wealth of experience and fresh perspectives that will enrich our educational environment. We are committed to fostering a collaborative and inclusive atmosphere where staff, students, and families feel valued and connected. Together, we will work towards creating a supportive and nurturing community that celebrates diversity and promotes a sense of belonging for all.

Demographics

Summary

Demographic Summary

- **Total Enrollment:** 434 students
- **Campus Type:** Dual Language
- **Ethnicity:**
 - 82% Hispanic
 - 12% White
 - 3.9% African American
 - 2.8% Asian
- **Gender:**
 - 52% Boys
 - 47% Girls
- **Programs & Special Populations:**
 - 83% Economically Disadvantaged
 - 23% Emergent Bilingual
 - 18% Special Education
 - 11% Dyslexia
 - 9 students identified as Gifted & Talented
 - 62 students identified as At Risk
- **Attendance Rate (2022-2023):** 94%
- **Mobility Rate:** 16%

Staffing

- **Experience Levels:**
 - 1st Year Teachers: 3.3%
 - 1–5 Years: 32%
 - 6–10 Years: 26%
 - 11–20 Years: 19%
 - 21–30 Years: 15%
 - Over 30 Years: 3.8%
- **Degrees Held:**

- Bachelor's: 82%
- Master's: 18%

Strengths

One of our biggest academic strengths is the experience and diversity of our teaching staff. We have a great mix of new and veteran teachers who bring different ideas and skills to the classroom. As a Dual Language campus, we support students in becoming bilingual and biliterate, which helps them succeed in all subjects. Our staff also reflects the backgrounds of our students, which helps build strong relationships and a positive learning environment. Plus, our number of Gifted and Talented students matches the state average, showing that all students have a fair shot at advanced learning opportunities. One hundred percent of our teachers will be fully certified at the end of the 25-26 school year.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ The staff retention rate has decreased for various reasons, impacting campus stability and continuity	The root cause appears to be personal life events that have led several individuals to resign, rather than issues directly related to the campus environment or leadership.
2 ★ Our SPED (Special Education) population is currently higher than the state average, raising concerns about early intervention and support systems.	This trend appears to correlate with several environmental factors, limited access to early childhood resources, lack of awareness or knowledge among caregivers, and reduced verbal interaction with young children during critical developmental years. To address this issue proactively, we need to enhance our intervention systems to better support struggling students early on.
3 ★ The majority of our Emergent Bilingual students remained at the same proficiency level on TELPAS.	The root cause of this stagnation is a lack of consistent and intentional practice with academic speaking in the classroom.

★ = Priority

Student Learning

Summary

Reading	Approaches	Meets	Masters
Third	70	38	16
Fourth	79	55	26
Fifth	80	60	33
Overall	76	51	38
Math	Approaches	Meets	Masters
Third	73	38	16
Fourth	63	36	19
Fifth	86	50	14
Overview	74	41	16
Science	Approaches	Meets	Masters
Fifth	62	22	5
All Tests	Approaches	Meets	Masters
3-5	71	38	20

Isip English		
Grade Level	Level 1 & 2 (below)	Level 3, 4, 5 (on/above)
Kinder	29%	71%
1st grade	47%	53%
2nd grade	57%	43%
Isip Espanol		

Grade level	Level 1 & 2 (below)	Level 3, 4, 5 (on/above)
Kinder	30%	70%
1st grade	33%	67%
2nd grade	33%	67%

Strengths

Our students are working hard and showing strong academic growth from grade level to grade level. A key highlight is our K-2 Dual Language program, which has outperformed the district in Spanish. Additionally, our Kindergarten and 1st Grade English students are showing consistent progress, even outperforming the state in certain months.

4th Grade Reading was a strength, there was great improvement in writing, Only 16 percent of students scored zeros. 84 percent received 1 point or more. The was growth in reading and math with the 4th grade cohort increasing their approaches, meets and master rate.

5th Grade Math grew in the approaches range.

3rd Grade cohort made gains compared to the previous group.

34% reduction in the amount of zeros on ECRs

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students are struggling in language arts in both ECR and SCRs as well as revising and editing	Curriculum does not align with the expectations on benchmark and STAAR.
2★	Meets and Masters rates decreased.	A packed assessment calendar limited the amount of time available for high-quality instruction. Teachers were frequently administering or preparing for assessments, reducing opportunities to deliver in-depth, rigorous lessons aligned to Meets and Masters expectations.
3★	Science data is consistently lower than reading and math data.	Science instruction lacked depth and engagement due to limited instructional time, minimal hands-on or inquiry-based learning, and insufficient or outdated instructional resources.

★ = Priority

School Processes & Programs

Summary

At Patlan Elementary, our programs and processes are designed to support strong instruction, consistent communication, and student growth. We use HMH for ELAR and Bluebonnet for Math to ensure aligned and rigorous curriculum. Teachers participate in weekly PLCs and planning meetings, while monthly faculty meetings are focused on professional development. Our leadership team meets weekly, and key campus committees—including the Guiding Coalition, PBIS, Multicultural Coalition, and Community Parent Outreach—meet monthly to drive decision-making and foster campus improvement. As a Great Expectations campus, we follow the 17 instructional practices with consistency and purpose. Communication is a priority: parents and staff receive a weekly newsletter, flyers are distributed for events, and the principal uses School Messenger to send texts and emails. Our master schedule includes a built-in intervention block, ensuring time for targeted student support. We are proud to be a Dual Language campus and offer students opportunities to participate in Student Council, ACE clubs, UIL, Student Mentors, music events, and the Talent Show. With a 1:1 device ratio, students attend weekly technology classes and use tech as an integrated part of learning throughout the day.

Strengths

Patlan Elementary demonstrates strong leadership in curriculum support, ensuring instructional success across grade levels. The campus also excels in maintaining open and effective communication with staff, parents, and the broader community. Additionally, partnerships with ACE and Communities In Schools (CIS) provide valuable support, enriching student experiences and promoting a strong school culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Patlan students do not have the technology skills necessary to be successful in our digital rich environment and in higher education.	Patlan lacks technology professional development.
2 ★ The pacing and assignment calendar interferes with teaching to mastery.	There is a plethora of testing during the school year that limits the opportunity to deeper learning and reteaching.

★ = Priority

Perceptions

Summary

Patlan Elementary fosters a strong sense of community and positive school culture, as reflected in feedback from surveys, interviews, and focus groups. Parent engagement is a clear strength, with monthly events, programs like Parenting Partners, and ongoing volunteer opportunities that support school-wide involvement. Communication is consistent and varied, including emails, weekly newsletters, Facebook updates, and take-home folders, ensuring families stay informed and connected. Students take pride in their school, follow campus expectations, and demonstrate accountability—especially visible during events like the Call to Excellence. Staff and community feedback highlight a welcoming, inclusive environment rooted in shared values and high expectations

Strengths

Patlan Elementary excels in building strong family and community connections through a wide variety of activities and events that promote involvement throughout the year. Communication is a key strength, with multiple platforms used to showcase school events and keep families informed. The school's Dual Language program, Communities In Schools (CIS) support, counselor-led lessons, ACE programming, and consistent principal communication all contribute to a well-rounded, supportive environment for students and families.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Despite strong communication and community involvement, some families remain disengaged or unaware of key academic supports and events.	This may be due to barriers such as work schedules, limited access to digital communication, or language differences that affect consistent parent participation.
2 ★ While Patlan offers multiple support programs (e.g., CIS, Great Expectations,PBIS, counseling), student behavior and how students treat one another remain areas of concern.	Inconsistent use of social-emotional supports and limited targeted instruction on respectful peer interactions may be contributing to challenges in behavior and student relationships.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Meets and Masters rates decreased.

A packed assessment calendar limited the amount of time available for high-quality instruction. Teachers were frequently administering or preparing for assessments, reducing opportunities to deliver in-depth, rigorous lessons aligned to Meets and Masters expectations.

2
★

The majority of our Emergent Bilingual students remained at the same proficiency level on TELPAS.

The root cause of this stagnation is a lack of consistent and intentional practice with academic speaking in the classroom.

3
★

Students are struggling in language arts in both ECR and SCRs as well as revising and editing

Curriculum does not align with the expectations on benchmark and STAAR.

4
★

Science data is consistently lower than reading and math data.

Science instruction lacked depth and engagement due to limited instructional time, minimal hands-on or inquiry-based learning, and insufficient or outdated instructional resources.

5
★

Our SPED (Special Education) population is currently higher than the state average, raising concerns about early intervention and support systems.

This trend appears to correlate with several environmental factors, limited access to early childhood resources, lack of awareness or knowledge among caregivers, and reduced verbal interaction with young children during critical developmental years. To address this issue proactively, we need to enhance our intervention systems to better support struggling students early on.

6
★

Despite strong communication and community involvement, some families remain disengaged or unaware of key academic supports and events.

This may be due to barriers such as work schedules, limited access to digital communication, or language differences that affect consistent parent participation.

7
★

While Patlan offers multiple support programs (e.g., CIS, Great Expectations, PBIS, counseling), student behavior and how students treat one another remain areas of concern.

Inconsistent use of social-emotional supports and limited targeted instruction on respectful peer interactions may be contributing to challenges in behavior and student relationships.

8
★

The staff retention rate has decreased for various reasons, impacting campus stability and continuity

The root cause appears to be personal life events that have led several individuals to resign, rather than issues directly related to the campus environment or leadership.

9
★

Patlan students do not have the technology skills necessary to be successful in our digital rich environment and in higher education.

Patlan lacks technology professional development.

10
★

The pacing and assignment calendar interferes with teaching to mastery.

There is a plethora of testing during the school year that limits the opportunity to deeper learning and reteaching.

★ = Priority



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 42% to 55% by August 2027.

Performance Objective 1 High Priority

By May 2026, the percentage of emergent bilingual and special education students achieving Approaches or higher on the Reading STAAR will increase by 10 percentage points, supported through integrated language supports, small group intervention, and co-teaching strategies, as monitored through progress monitoring and STAAR outcomes.

Evaluation Data Source: Campus, District and State Assessments

Strategy 1

Support SPED and EB students in reading with small groups, co-teaching, and language help during lessons. Teachers will plan together and use student data to change groups and adjust instruction every few weeks.

Strategy's Expected Result/Impact: Improved academic achievement and improved English proficiency rates in TELPAS.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 2, 3

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our SPED (Special Education) population is currently higher than the state average, raising concerns about early intervention and support systems.	This trend appears to correlate with several environmental factors, limited access to early childhood resources, lack of awareness or knowledge among caregivers, and reduced verbal interaction with young children during critical developmental years. To address this issue proactively, we need to enhance our intervention systems to better support struggling students early on.
3	The majority of our Emergent Bilingual students remained at the same proficiency level on TELPAS.	The root cause of this stagnation is a lack of consistent and intentional practice with academic speaking in the classroom.

Performance Objective 2

By May 2026, 100% of K-5 reading teachers will implement a balanced literacy framework--including guided reading, shared reading, independent reading, and word study--at least four times per week, as measured by lesson plans, instructional walk-throughs, and coaching feedback cycles.

Evaluation Data Source: Lesson Plans, Walkthroughs

Strategy 1

Promote a campus-wide love of reading by creating fun and engaging opportunities such as reading challenges, competitions, incentives, book clubs, author visits, and enrichment activities.

Strategy's Expected Result/Impact: Increases engagement in reading

Staff Responsible for Monitoring: Librarian

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Provide ongoing professional development and coaching on the components of balanced literacy (guided reading, shared reading, independent reading, and word study), with a focus on planning and delivering high-quality, differentiated instruction.

Strategy's Expected Result/Impact: Increased academic achievement, early identification of dyslexia and reading difficulties.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Strategy 3

Provide in-school tutoring to target reading support for students who are missing foundational skills. The tutor will work closely with classroom teachers to deliver small-group instruction focused on phonics, decoding, and reading comprehension. This support will help close learning gaps and build reading confidence in struggling students.

Strategy's Expected Result/Impact: Decrease academic gaps

Staff Responsible for Monitoring: Instructional coach

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 The pacing and assignment calendar interferes with teaching to mastery.	There is a plethora of testing during the school year that limits the opportunity to deeper learning and reteaching.

Performance Objective 3 High Priority

By May 2026, 100% of teachers will implement weekly writing instruction aligned to genre-specific reading TEKS, including modeled writing and ECR practice (Grades 2-5), as measured by lesson plans, writing samples, and instructional walk-throughs.

Evaluation Data Source: Lesson Plans, Walkthrough Data, Writing Samples, ECRs

Strategy 1

Support strong writing instruction by having students write every day using the RACE strategy, and Gretchen Bernabei's tools. Teachers will connect writing to the reading TEKS and include writing in other subjects like math, science, and social studies to build writing skills across the board.

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October January March May

Strategy 2

Make writing fun and meaningful by celebrating student work through hallway displays, writing contests, enrichment activities, and publishing opportunities. Teachers will give positive, constructive feedback to help students feel proud of their progress and motivated to keep growing as writers.

Strategy's Expected Result/Impact: Increased engagement in writing.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

January

March

May

Strategy 3

Utilize technology to enhance writing and grammar skills with programs such as Quill.org.

Strategy's Expected Result/Impact: Improved technology skills and enhanced writing and grammar skills.

Staff Responsible for Monitoring: Technology Teacher

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are struggling in language arts in both ECR and SCRs as well as revising and editing

Curriculum does not align with the expectations on benchmark and STAAR.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Patlan students do not have the technology skills necessary to be successful in our digital rich environment and in higher education.

Patlan lacks technology professional development.

Goal 2

Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 44% to 52% by August 2027

Performance Objective 1

By May 2026, the percentage of emergent bilingual and special education students achieving Approaches or higher on the Math STAAR will increase by 10 percentage points, supported by scaffolded instruction, visual supports, and small-group interventions tailored to language and learning needs.

Evaluation Data Source: Campus, District and State Assessments

Strategy 1

Support SPED and EB students in reading with small groups, co-teaching, and language help during lessons. Teachers will plan together and use student data to change groups and adjust instruction every few weeks.

Strategy's Expected Result/Impact: Increased Academic Achievement

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

The majority of our Emergent Bilingual students remained at the same proficiency level on TELPAS.

The root cause of this stagnation is a lack of consistent and intentional practice with academic speaking in the classroom.

Performance Objective 2

By May 2026, 100% of K-5 math teachers will implement daily math fluency routines (e.g., number talks, timed fact practice, math stations) to build automaticity in basic math facts, as measured by lesson plans, classroom observations, and fluency progress monitoring.

Evaluation Data Source: Lesson Plans, Walkthrough Data, Data Trackers

Strategy 1

Help students get faster with math facts by using daily routines like number talks, math games, and quick fact practice. Teachers will fit these into their daily math time and use data to see how students are improving.

Strategy's Expected Result/Impact: Increased automaticity in math fluency

Staff Responsible for Monitoring: Administration

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Provide in-school tutoring to provide targeted math support for students who are struggling with foundational skills. The tutor will work alongside teachers to deliver small-group instruction focused on number sense, math facts, and problem-solving strategies. This support will help close learning gaps and build math confidence in students.

Strategy's Expected Result/Impact: Decreased academic gaps

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 The pacing and assignment calendar interferes with teaching to mastery.	There is a plethora of testing during the school year that limits the opportunity to deeper learning and reteaching.

Performance Objective 3

By May 2026, all students in grades 2-5 will engage in at least two multi-step, real-world word problems weekly, integrated into core instruction, with student work samples and teacher reflections collected monthly to monitor progress in problem-solving strategies.

Evaluation Data Source: Student Work Samples

Strategy 1

Strengthen problem-solving skills by having students in grades 2-5 solve at least two real-world, multi-step word problems each week during core instruction. Teachers will guide students in using strategies like visual models, number lines, and written explanations.

Strategy's Expected Result/Impact: Increases academic achievement

Staff Responsible for Monitoring: Administration

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

OctoberJanuaryMarchMay

Strategy 2

Provide ongoing professional development and coaching on key components of effective math instruction, including math fluency, solving word problems, and using research-based instructional strategies (RBIS). Support will focus on planning and delivering high-quality, differentiated lessons that build students' problem-solving skills and number sense.

Strategy's Expected Result/Impact: Improved math instructional practices

Staff Responsible for Monitoring: Administration

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress October	January	March	May
------------------------	---------	-------	-----

Goal 3

Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students achieve meets and masters in all subjects from 38% to 48% by August 2027.

Performance Objective 1

By May 2026, 100% of science teachers in grades 3-5 will implement weekly hands-on investigations and explicit academic vocabulary instruction aligned to STAAR-tested concepts, as measured by lesson plans, walkthroughs, and student work.

Evaluation Data Source: Lesson plans, Walkthroughs, and Student work

Strategy 1

Strengthen science vocabulary instruction by incorporating daily review routines such as word walls, interactive notebooks, visuals, and vocabulary games. Teachers will use academic vocabulary in context before, during, and after investigations.

Strategy's Expected Result/Impact: Increased Academic achievement in Science

Staff Responsible for Monitoring: Science Teachers

Problem Statements: Student Learning 3

Title I: 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress			
October	January	March	May

Strategy 2

Ensure weekly hands-on science investigations by embedding them into the instructional calendar and lesson plans.

Strategy's Expected Result/Impact: Increased academic achievement in Science

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 3

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Science data is consistently lower than reading and math data.

Science instruction lacked depth and engagement due to limited instructional time, minimal hands-on or inquiry-based learning, and insufficient or outdated instructional resources.

Performance Objective 2

By May 2026, teachers will use assessment data from common formative assessments, benchmarks, and progress monitoring to plan targeted instruction and interventions, ensuring that 100% of students show academic growth, with a specific focus on closing gaps for underperforming student groups.

Evaluation Data Source: Campus, District, State Assessments.

Strategy 1

Provide targeted instruction for students who did not meet state standards or students that have academic gaps based on data from common assessments, benchmarks, and progress monitoring. Teachers will provide focused interventions during intervention time.

Strategy's Expected Result/Impact: Increased academic achievement and decreased academic gaps.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Meets and Masters rates decreased.	A packed assessment calendar limited the amount of time available for high-quality instruction. Teachers were frequently administering or preparing for assessments, reducing opportunities to deliver in-depth, rigorous lessons aligned to Meets and Masters expectations.

Performance Objective 3

By the end of the 2025-2026 school year, 100% of teachers will implement classroom-based enrichment activities--such as project-based learning (PBL), STEM challenges, or career-connected tasks--at least once per semester to boost student engagement and deepen real-world learning across content areas. Additionally, the campus will host school-wide CCMR events like career fairs, guest speakers, and community partnerships to further connect students with college, career, and military opportunities.

Evaluation Data Source: Lesson Plans, Walkthrough Data

Strategy 1

Host campus-wide CCMR events such as career days, guest speakers, grade level transition meeting/ activities and partnerships with local businesses, colleges, and the military.

Strategy's Expected Result/Impact: Increased awareness and knowledge of CCMR

Staff Responsible for Monitoring: Counselor

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Teachers will plan fun, real-world enrichment activities like PBL, STEM challenges, and career-connected tasks. These lessons will be done at least once each semester to keep students engaged and help them apply what they've learned in meaningful ways. This practice will be incorporated into GT.

Strategy's Expected Result/Impact: Increased engagement and enhanced instruction

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress			
October	January	March	May

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Meets and Masters rates decreased.	A packed assessment calendar limited the amount of time available for high-quality instruction. Teachers were frequently administering or preparing for assessments, reducing opportunities to deliver in-depth, rigorous lessons aligned to Meets and Masters expectations.

Goal 4

Patlan will improve students, parent, community and staff satisfaction as determined by a district survey.

Performance Objective 1

By May 2026, the campus will implement student opportunities--such as student leadership teams, and quarterly feedback cycles through surveys--while continuing to recognize and reward students, emphasize Great Expectations practices, expand student activities, and provide mentoring.

Evaluation Data Source: Surveys, Campus activities

Strategy 1

Students will co-facilitate Social Emotional Learning (SEL) and Great Expectations (GE) activities during Call to Excellence and classroom Great Expectation time. Students will rotate roles such as GE Greeters reinforcing practices like speaking in complete sentences and showing mutual respect.

Strategy's Expected Result/Impact: Increased student engagement and sense of belonging.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 2

Title I: 2.5.2

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Continue a campus-wide mentoring initiative pairing upper-grade students with younger peers. Mentors will participate in monthly guided sessions promoting empathy, goal setting, and emotional regulation.

Strategy's Expected Result/Impact: Increase social emotional awareness

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 2

Title I: 2.5.2

Formative Reviews

Moderate Progress

October

January

March

May

Strategy 3

Patlan Elementary will have monthly guidance lessons to support students' social-emotional needs. The counselor will teach topics like anti-bullying, self-esteem, managing emotions, and handling anger. These lessons will help students build positive behaviors and create a safe, respectful school environment.

Strategy's Expected Result/Impact: Improved school culture, increased confidence in students.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 2

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

While Patlan offers multiple support programs (e.g., CIS, Great Expectations, PBIS, counseling), student behavior and how students treat one another remain areas of concern.

Inconsistent use of social-emotional supports and limited targeted instruction on respectful peer interactions may be contributing to challenges in behavior and student relationships.

Performance Objective 2

By May 2026, leadership will facilitate regular recognition, collaboration opportunities, and staff input sessions (e.g., pulse checks, suggestion box, surveys). In addition, professional learning communities (PLCs) and ongoing professional development will be tailored to meet teacher needs, and designated planning days will be provided.

Evaluation Data Source: PLC Agenda, Staff Surveys

Strategy 1

Revamp PLCs to be data-driven and responsive to teacher input. Grade-level and content-area PLCs will include time for instructional planning, analyzing student work, and problem-solving classroom challenges. Agendas will be co-developed with teacher leaders to ensure the time addresses real classroom needs.

Strategy's Expected Result/Impact: Increased Productivity in PLCs.

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Each grade level will be provided with at least one planning session aligned to key assessment or instructional checkpoints. These days will be structured yet flexible, with access to interventionists, instructional coaches, and leadership for support as needed.

Strategy's Expected Result/Impact: Increased productivity when planning.

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

No Progress

October

January

March

May

Strategy 3

Work with the New Teacher Specialist to support new teachers through mentoring and coaching. Use PLCs to give all teachers ongoing, job-embedded learning opportunities. This support will help teachers feel confident, grow professionally, and stay at Patlan.

Strategy's Expected Result/Impact: Retention of highly qualified educators

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The staff retention rate has decreased for various reasons, impacting campus stability and continuity

The root cause appears to be personal life events that have led several individuals to resign, rather than issues directly related to the campus environment or leadership.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The pacing and assignment calendar interferes with teaching to mastery.

There is a plethora of testing during the school year that limits the opportunity to deeper learning and reteaching.

Performance Objective 3

By May 2026, the campus will provide monthly parent engagement opportunities--including multicultural academic events, learning sessions, surveys, and consistent follow-up communication--and increase community involvement through partnerships and volunteer opportunities.

Evaluation Data Source: Sign-in Sheets, Surveys

Strategy 1

Host events such as Tips and Treats, Academic Family Night, Dia De Los Ninos with rotating student performances, academic activities and culturally relevant activities that reflect the diversity of the school community.

Strategy's Expected Result/Impact: Increased Parent engagement

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Formalize relationships with local businesses, churches, and service organizations (e.g., Factory A/D Direct, local libraries, civic groups) to support school initiatives.

Strategy's Expected Result/Impact: Increased community partnerships

Staff Responsible for Monitoring: Administration

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

January

March

May

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite strong communication and community involvement, some families remain disengaged or unaware of key academic supports and events.

This may be due to barriers such as work schedules, limited access to digital communication, or language differences that affect consistent parent participation.

Goal 5

Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.

Performance Objective 1

By May 2026, Patlan will increase student attendance to 95% through consistent communication with families, recognition, incentives, attendance contracts for chronic absenteeism, and weekly monitoring, contributing to improved student outcomes and overall campus performance.

Evaluation Data Source: Attendance Data

Strategy 1

Patlan will check attendance every week and give support to students who are missing too much school. This includes parent calls, meetings, and attendance contracts. Students with good or improved attendance will be celebrated with rewards, shout-outs, and fun events.

Strategy's Expected Result/Impact: Increased attendance rate

Staff Responsible for Monitoring: Assistant Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2

By May 2026, implement consistent Tier 1 behavior expectations (Great Expectations), restorative practices, SEL lessons, and positive behavior intervention supports to reduce the number of office discipline referrals by 10% compared to the previous school year.

Evaluation Data Source: Discipline Data

Strategy 1

Patlan will teach and model clear behavior expectations using Great Expectations, provide weekly SEL lessons, and use restorative practices to help students solve conflicts. Staff will use positive behavior supports like praise, rewards, and consistent routines to encourage good choices and prevent problems before they happen.

Strategy's Expected Result/Impact: Decreased Discipline referrals

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Perceptions 2

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying Perceptions

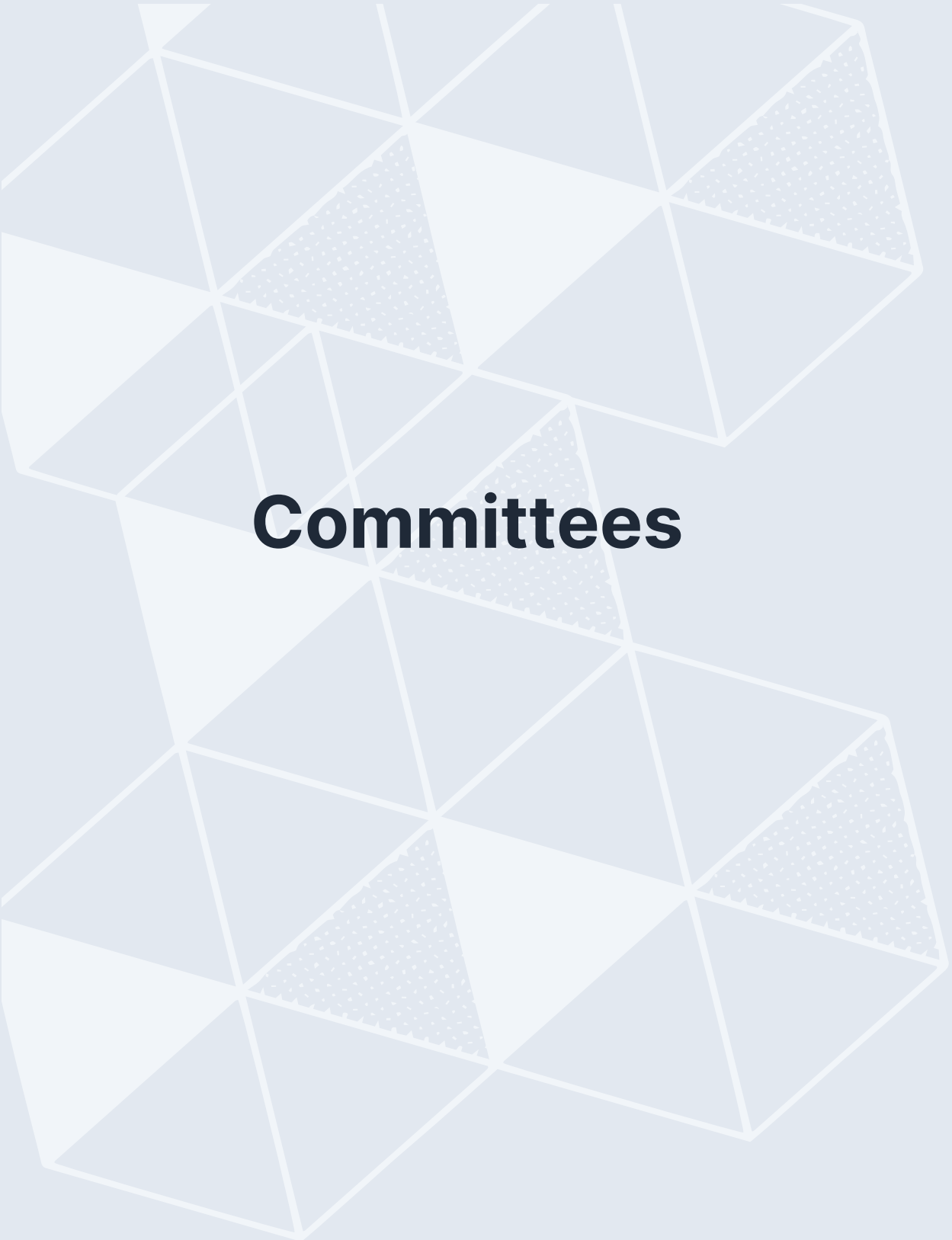
Problem Statement		Root Cause
2	While Patlan offers multiple support programs (e.g.,, CIS, Great Expectations,PBIS, counseling), student behavior and how students treat one another remain areas of concern.	Inconsistent use of social-emotional supports and limited targeted instruction on respectful peer interactions may be contributing to challenges in behavior and student relationships.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Allen Martinez	Instructional aide	211 Title 1 Part A	1
Patricia Garcia	Instructional Coach	255Title II, Part A	1
Taylor Scudday	Tech Lab Aide	211 Title 1 Part A	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 1, 2025 @ 8:15 AM	Cafeteria	--	--

Members

First Name	Last Name	Position	Committee Role
Patricia	Garcia	Instructional Coach	Administration
Hector	Caddell	District Member	District Member
Lizbeth	Barcenas	Parent	Parent
Edith	Zeisloft	Parent	Parent
Candyce	Barrett	Community Member	Community Member
Amber	Fletcher	Community Member	Community Member
Forrest	Fletcher	Business Owner	Business Partner
Clint	Brandenberger	Business Owner	Business Partner
Summer	Henricksen	SPED	Teacher
Marie	Cevallos	5th	Teacher
Dawn	Lawhorn	4th	Teacher
ChaWanda	Jackson	3rd	Teacher
Jaime	Ranft	2nd	Teacher
Iliana	Alvear	2nd	Teacher
Angela	Bennett	First	Teacher
Sandra	Barrera	Kindergarten	Teacher
Annaliza	Rangel	Principal	Administration