Patton Elementary School

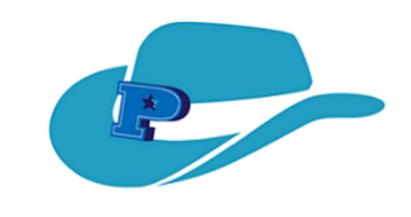## Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan, Zone Innovation Plan, and Targeted Utilization Plan

PATTON
ELEMENTARY SCHOOL
AUSTIN Independent School District

Dr. Amanda Brantley

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Date Reviewed: Date Approved:

Campus Mission

James Andrew Patton Elementary School is a joyful and safe academic community that embraces diversity, creativity, and leadership.

Campus Vision

James Andrew Patton Elementary School will reinvent the urban school experience.

Campus Values

Students First
Expect Personal Best
Integrity
Respect
Positivity
Health and Safety

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

TIP Foundations

Prioritized Focus Area #1

Prioritized Focus Area #1
1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Based on the 2019 STAAR Reading Assessment in grades third through fifth grade, 56% of Asians met the state target. The state target for Asians is 74%.

How will the campus build capacity in this area? Who will you partner with?
Patton Staff will track student data electronically to increase academic growth or Asian students. During the 2020-21SY, all teachers will work closely with Patton administrators to closely monitor the Asian subgroup. With 153 Asians on campus, administrators will create a watchlist of Asian students from the 2019-20SY who did not meet the STAAR Reading Assessment 2019, MOY Reading Benchmark iSIP MOY, TX-KEA assessment and Circle PM.

How will you communicate these priorities to your stakeholders? How will create buy-in?
A CAC meeting with staff team members present will be organized.
A PTA meeting with staff team members present will be organized.
CAC and PTA progress updates will be provided during each cycle.
For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.
Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.
Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activites, scavenger hunts throughout the campus with links to data and reflection questions provided on a web page.
Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly.
Videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.
Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

Desired Annual Outcome
Results from the STAAR Reading assessments, Asians will show an increase of 5-8 percentage points or higher for the 2020-21SY. Teachers in grades PK-2nd will track data bi-weekly in their digital data notebooks (CLI, TX-KEA, MAP Growth for Reading & Math). Teachers will disaggregate data from multiple source to inform instruction and intervention decisions to maximize student achievement.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
Results from reading benchmarks will show an increase of four percentage points.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
Results from reading benchmarks will show an increase of five percentage points.

Desired 90-day Outcome: Cycle 3 (March-May)
Results from reading benchmarks will show an increase of ten percentage points.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Results from reading benchmarks will show an increase of fourteen percentage points.

Barriers to Address During the Year
*Time management
*Mastery of Blended Learning Model-Balancing
*Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 1 (Sept-Nov)
*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 2 (Dec-Feb)

*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 3 (March-May)

*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

District Commitment Theory of Action (ToA)

The district supports principals by protecting their time dedicated for school instructional leadership and if 50% of required PD is offered

in an online, flexible format principals will have <=5 more

hours on campus to dedicate to instructional leadership

each month then principal will have time to support teachers with monitoring this population.

District Actions: Cycle 1 (Sept-Nov)

District will communicate with all departments so that they plan trainings accordingly.

District Actions: Cycle 2 (Dec-Feb)

District will plan meetings according to this criteria.

District Actions: Cycle 3 (March-May)

District will review the traingns to ensure principals are not being taken off campus more than necessary.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Disrict will review year and time expected to be off campus to plan summer PD.

Prioritized Focus Area #2

Prioritized Focus Area #2
5.3 Data-driven instruction.

Rationale
Based on the 2018-19 STAAR results, increases are needed in the percentage of students attaining the Meets level. 2018-19 results indicate student groups (All Students-34, Hispanic-33, Special Education-6Cont Enrolled-38 and Non-Con Enrolled-14 did not meet the state target of 44% Meets for Reading. 2018-19 results indicate student groups (All Students-45,Special Education-17 and Non-Con Enrolled-25 did not meet the state target of 44% Meets for Reading. 46% Meets for Math. Additionally, not all students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 5 was identified as the lever in which systems needed to be aligned between grade levels and among grade levels for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of data tracking systems were initiated for the 2019-20 school year and improvements were made. However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

How will the campus build capacity in this area? Who will you partner with?
*Systems being implemented for data driven instruction and overall Instructional Effectiveness, will require professional learning for all personnel as well as introductory training for students and families. A schedule for professional learning will be developed, as well as an annual schedule for protected time to meet with the campus leadership team to review implementation of systems and provide feedback and/or adjustments to the action steps developed. For continuous building of capacity, student progress toward measurable goals will be visible in every classroom to foster ownership of learning. Teachers will be provided with the instructional supports they may need for continuous improvement and full implementation. Administrators will attend professional learning offered through Region 13 for the Effective Schools Framework and attend Cohort sessions provided by the Office of School Leadership. Student data tracking tools will be studied as several systems are new to the district this year such as MAP Growth, IXL, DreamBox and Imagine Learning.

How will you communicate these priorities to your stakeholders? How will create buy-in?
*A CAC meeting with staff team members present will be organized.
*A PTA meeting with staff team members present will be organized.
*CAC and PTA progress updates will be provided during each cycle.
*For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.
*Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.
Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activites, scavenger hunts throughout the campus with links to data and reflection questions provided on a web page.
Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly.
Videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.
Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

Desired Annual Outcome
*100% of students will meet or exceed their individual growth target.
Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

*Each teacher will track their students data in a Digital Data Notebook with tracking teacher created, district benchmarks and state assessments.

*Conduct quarterly intervention meetings to disaggregate data from multiple sources (TX-KEA, MAP Growth, iXL) to ensure all students are making progress.

*During informal walkthroughs (virtually and on-campus), administrators will ensure that the students on the watchlist are engaged and participating in the lesson.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
*100% systems/protocols developed to address the needs of Lever 1

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
*100% of the systems fully and consistently implemented.

Desired 90-day Outcome: Cycle 3 (March-May)
*100% of the systems fully and consistently implemented.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
**100% of the systems fully and consistently implemented.

Barriers to Address During the Year
*Time management
*Mastery of Blended Learning Model-Balancing
*Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 1 (Sept-Nov)
**Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 2 (Dec-Feb)
**Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 3 (March-May)
**Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
**Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff

District Commitment Theory of Action (ToA)
The district supports principals by protecting their time dedicated for school instructional leadership and if 50% of required PD is offered in an online, flexible format principals will have <=5 more hours on campus to dedicate to instructional leadership month then principal will have time to support teachers with monitoring this population.

District Actions: Cycle 1 (Sept-Nov)
District will communicate with all departments so that they plan trainings accordingly.

District Actions: Cycle 2 (Dec-Feb)
District will plan meetings according to this criteria

District Actions: Cycle 3 (March-May)
District will review the trainings to ensure principals are not being taken off campus more than necessary.D

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
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Cycle 1 (Sept-Nov) Report - due December 4
Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
*Priority focus 1 has been reached and priority focus two is in progress. Teams will be reviewing data at the end of January.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
*Partially - same as above.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
*Administration will create a watchlist of students who did not show progress/growth from the STAAR 2019. During informal walkthroughs, administration will ensure that the students on the watchlist are making progress.

What new action steps do you need to add to the next cycle?
*None at this time. Continue with plan in place.

Cycle 2 (Dec-Feb) Report - due March 5
Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
*Prioritize Focus Area 2 is achieved for the 90 day outcome. Systems are in place and continuously active. Prioritized Focus area 1 for 5 percent increase for Asian students are on target.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
*Goals were not achieved for all students due to inconsistencies in testing and supports for students are at home.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
*All goals are continuing. The goal regarding lesson plans are being addressed with adminstration to ensure that teachers are aligned to core instruction.

What new action steps do you need to add to the next cycle?
*No added action steps. Teachers responded to MOY testing and have a plan for intervention. Administration will monitor

Cycle 3 (March-May) Report - due June 4
Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
*Yes; we were able to implement both data instruction and develop instructional leaders.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No;

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
   *Data notebooks will continue to be implemented.

What new action steps do you need to add to the next cycle?
   *No new action steps needed.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?
   *Yes

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?
   *Yes

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Debbie Warnken

Date

11/10/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Dr. Amanda Brantley

Date

11/10/2020

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.
The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).
1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning
   The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers
   The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture
   The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum
   The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction
   The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)
   If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operationaland instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks,and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use oftimely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by studentgroups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, andengagement/empowerment of students, parents, and families to support learning, then the result will be an improved campusculture and student learning outcomes.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Patton Elementary is a large elementary school with a small school feeling. Proudly serving the South Austin community since 1985, the school was named after James Andrew Patton, a pioneer in education and one of the first trustees elected to the school board in 1879. With strong academic programming provided by a committed staff of educators, Patton offers excellent educational opportunities for approximately 834 Patton Pioneers. From tuition-based PK3 through fifth grade, Patton offers multiple hands on programs that prepare students for middle school and beyond. The school has an active PTA and many opportunities for parent involvement.

Demographics Weaknesses

Based on the Texas Education Agency, Patton Elementary did not earn any of the distinction designations for STAAR ELA/Reading, Mathematics, Science, Comparative Academic Growth, Comparative Closing the Gaps and Post-Secondary Readiness. STAAR academic growth measures whether students are maintaining performance or improving from year to year. STAAR outcomes for academic growth in the Asian subgroup have not met the state target for reading and math for the last three years. African Americans have not met the state target for the last two year.

Demographics Needs

Based on the Texas Education Agency, Patton Elementary did not earn any of the distinction designations for ELA/Reading, Mathematics, Science, Comparative Academic Growth, Comparative Closing the Gaps and Post-Secondary Readiness. In addition, for STAAR outcomes, academic growth measures whether students are maintaining performance or improving from year to year. Asians have not met the state target for reading and math for the last three years. African Americans have not met the state target for the last two year.

Demographics Summary

There are 44% white students, 6% of two or more races, 27% Hispanics, 4% African American, and 19% Asian students.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Patton Elementary earned an overall 84/B for recognized performance in the STAAR assessment by servicing many students well and encouraging high academic achievement and appropriate academic growth for most students. State accountability ratings are based on three domains: School Achievement, School Progress, and Closing the Gaps.

In the three domains, Patton improved in all of them. Overall school score improved from a 79 to 84. Academic Achievement, the overall growth was 5%. School Progress increased by 21 percentage points. Student Success increased by nine percentage points. Domain 2A increased in all students showing growth in Math. All white students showed growth in Math. EcD group met the state target in Domain 3 for Closing the Gap. TELPAS students met the state target of 54%.

All tested subjects for whole campus increased. Hispanics increased in STAAR Math. There was growth in the following subgroups in Math STAAR-all students and white). Economically disadvantaged students on Domain 3 increased from the previous year from 73% to 82%.

Student Achievement Weaknesses

Asian subgroup did not meet in Reading, Math and overall progress for Domain 3. African Americans have not met the state target in two years in Domain 3. EL population did not show growth from the year before in STAAR Reading, Writing, Math and Writing.

Student Achievement Needs

Based on the Texas Education Agency, Patton Elementary did not earn any of the distinction designations for ELA/Reading, Mathematics, Science, Comparative Academic Growth, Comparative Closing the Gaps and Post Secondary Readiness. In addition, for STAAR outcomes, academic growth measures whether students are maintaining performance or improving from year to year. Asians have not met the state target for reading and math for the last three years. African Americans have not met the state target for the last two year.

Student Achievement Summary

Data from both subgroups (Asians & African Americans) need to be frequently monitored to ensure students are showing growth in all assessments.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The purpose of the TELL AISD survey is to measure aspects of school climate such as general climate, campus vision, leadership, teacher data use, instructional practice, professional development opportunities, and student conduct. The survey is administered annually to all campus–based staff employed half-time or more. In total, 75 staff members (i.e., teachers, non-teaching professionals, admin, and classified staff) responded to the survey.In the 2019-2020SY, the TELL staff survey increased by 17 percentage points. For the two district scorecard questions from the TELL survey, both questions showed an increased by 41% (Principal Leadership). Of all the 11 categories that were surveyed, all categories increased in percentage points.

Parents and guardians were asked to indicate their level of agreement with a number of questions. Response options included: 1) Strongly agree, 2) Agree, 3) Disagree, 4) Strongly disagree, and 5) Not applicable/don't know.
Parent Survey Increase from SY18-19 to 19-20SY.

- Consistently receive good customer service (increased two percentage points)
- Comfortable contacting my child's school (increased six percentage points)
- Learn about other languages and cultures (increased by eight percentage points)
- Our school works hard to engage our local community (increased by four percentage points)

School Culture and Climate Weaknesses

The lowest three answered TELL staff survey questions (strongly disagree/disagree) were the following:

- Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.(47%)
- Teachers have sufficient training and support to fully utilize the available instructional technology. (40%)
- Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school. (40%)

The lowest three answered Family Pulse Survey questions (strongly disagree/disagree) were the following:

- My involvement in my child's education is welcomed by the counselor (decreased by four percentage points)
- My child likes going to school (decreased by three percentage points)
- My child's school provides me with adequate information about academic programs and services (decreased by three percentage points)

Following the district's decision to temporarily close campuses in response to COVID-19, a small number of schools were unable to administer the 2019-2020 Student Climate Survey. There is no data for Patton student survey for the SY19-20.

Comprehensive Needs Assessment

School Culture and Climate Needs

Based on the lowest rated questions from the TELL survey, the following needs to be discussed with the staff:

- Specific instructional technology resources needed for the classroom
- Specific training instructional technology training needed
- What would allow teachers to have more autonomy in their classroom

School Culture and Climate Summary

Overall high percentages from the TELL Staff Survey in all three categories reflect a positive climate and culture at Patton Elementary. During the 2020-21SY, the SEL Culture Leadership Team will assist the principal with monitoring the campus climate and culture. The principal will continue with Grade Level/specific Team Check-Ins (twice a year) to ensure staff is able to discuss concerns and share feedback.

This was an overall growth in all Family Pulse survey questions. This correlates with the TELL Staff Survey results as well. Categories from the Family Pulse survey reflect a positive climate and culture.

Patton Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly walkthrough schedule aligned with improvement plan key "look-fors". (Target Group: All)	Assistant Principal, Principal	September 2020-May 2021		Criteria: Completed Walkthrough Schedule 10/27/20 - Completed
2. Administer staff created survey with questions pertaining to general school climate, Principal Leadership, and School Leadership four times a year.	Academic Leadership Team, Assistant Principal, Principal	August 2020-May 2021		Criteria: Survey Results from August, November, February, & April 03/31/21 - Completed 12/11/20 - On Track
3. Professional Learning Road Map (Campus Meeting Schedule) that includes all standing meetings (CAC, Committee A/B, Team Leader, Faculty Meetings, CST, TAPS) and ensure that all meetings are aligned to campus needs.	Assistant Principal, Principal	September 2020-May 20201		Criteria: - Meeting Minutes - Agendas 03/31/21 - Completed 12/11/20 - On Track
4. Conduct weekly Admin Meetings to review walkthrough schedule, debriefs, walkthrough feedback and update Data Notebook with current data to review.	Assistant Principal, Principal	Sept.2020-May 2021 weekly		Criteria: Meeting Minutes 06/03/21 - Completed 12/11/20 - On Track

Patton Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze 2020 data from multiple sources and inform staff of progress (MOY, MAPGrowth, staff survey) during Grade Level, 1/2 Day Planning Days, Team Leader, Faculty and Committee A Meeting.	Assistant Principal, Principal	September 2020-May 2021		Criteria: - Grade Level Meeting Minutes - TAPS Meeting Minutes - Faculty Meeting Minutes - Committee A Meetings 06/03/21 - Completed 03/31/21 - On Track 12/11/20 - Some Progress
2. Conduct quarterly "Talking About Patton Students" (TAPS) meetings with teachers by disaggregating data from multiple sources (TX-KEA, iSIP, and monthly grade level common assessments) to ensure Asian and African American students are making progress.	Assistant Principal, Principal, Teachers	Sept. 20-May 21 Quarterly		Criteria: TAPS Meeting Minutes 06/03/21 - Completed 03/31/21 - On Track 12/11/20 - Some Progress
3. Develop a school-wide common assessment calendar for benchmarks, grade level assessments, and MAP Growth windows.	Assistant Principal, Principal, Teachers	Sept.2020-May2021 monthly		Criteria: Campus Common Assessment Calendar Sample Common/Formative Assessments 03/31/21 - Completed 12/11/20 - On Track
4. Create a system for tracking which milestones and benchmarks are not met for every grade level.	Assistant Principal, Principal	Sept20-May2021-biweekly		Criteria: Student Watchlist per teacher Meeting Minutes from Admin Team 03/31/21 - Completed 12/11/20 - On Track

Patton Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reinforce Mission, Vision, and Values during schoolwide morning announcements and PLC meetings.	Principal	Sept. 2020-May 2021		Criteria: Schoolwide announcement script, PLC agenda samples 06/03/21 - Completed 10/27/20 - On Track
2. Administer staff created survey with questions pertaining to general school climate, Principal Leadership, and School Leadership four times a year.	Principal	Sept. 2020-May 2021		Criteria: Survey Results 03/31/21 - Completed 12/11/20 - On Track

Patton Elementary School

Goal 3.   (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1.   (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade Level Assessments will be aligned to state standards, administered four times a year	Administration, Teachers	Aug 2020-May2021 Quarter		Criteria: STAAR 2020 Results 06/03/21 - Completed 12/11/20 - On Track
2. Results from grade level assessments will be disaggregated in order to pull students who need remediation on the TEKS not mastered.	Administration, Teachers	Aug 2020-May 2021 monthly		Criteria: STAAR 2020 Results 06/03/21 - Completed 03/31/21 - On Track 12/11/20 - Some Progress

Patton Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During informal walkthroughs, Admin Team will review lesson plans ensure alignment of standards, scope and sequence and evidence of differentiation. and provide written feedback on the Patton Informal Walkthrough Form Template. (Target Group: ESL)	Administration, Teachers	September 2020-May 2021		Criteria: Completed Informal Walkthrough Forms 06/03/21 - Completed 03/31/21 - Some Progress 12/11/20 - Some Progress
2. During monthly Committee A Meetings, teams will collaborate on upcoming units, lesson plans and vertically plan with other grade levels to ensure alignment of standards.	Administration, Teachers	Sept2020-May 2021 monthly		Criteria: Committee A Agenda & Minutes 06/03/21 - Completed 06/03/21 - On Track 12/11/20 - On Track

Patton Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During Informal Walkthroughs, Admin Team will review individual teacher data notebooks to ensure teachers are progress monitoring and responding to students individual needs	Administration, Teachers	Sept2019-May 2020 Weekly		Criteria: Completed Informal Walkthroughs-Carbon Copy 06/03/21 - Completed 03/31/21 - On Track 03/31/21 - Significant Progress 12/11/20 - Some Progress
2. Administration will create a watchlist of students who did not show progress/growth from the STAAR 2019. During informal walkthroughs, administration will ensure that the students on the watchlist are making progress.	Administration, Teachers	Sep2019-May 2020 biweekly		Criteria: Completed Informal Walkthroughs-Carbon Copy 06/03/21 - Completed 06/03/21 - On Track 03/31/21 - On Track 03/31/21 - Significant Progress 12/11/20 - No Progress
3. Administration will conduct quarterly "Talking About Patton Students" (TAPS) meetings with teachers by disaggregating data from multiple sources (TX-KEA, MAP, and monthly grade level common assessments) to ensure Asian and African American students are making progress.	Administration, Reading Specialist, Teachers	Sep2019-May2020 Quarterly		Criteria: Minutes from TAPS Meetings 06/03/21 - Completed 03/31/21 - On Track 12/11/20 - Some Progress

SY 20-21 CIP Developers List

Name	Position
Eads, Melissa	2nd Grade Teacher
Uglietta, Amy	PK Teacher
Russell, Elizabeth	Kinder Teacher
Schroeder, Georgina	1st Grade Teacher
Distel, Jami	3rd Grade Teacher
Van Uum, Rhonda	CAC Co-Chair
Biehle, Espy	5th Grade Teacher
McGroty, Anna	ECSE Teacher
Orenstein, Shanna	Librarian
Perry, Sharon	Classified Rep (Bookkeeper)
Rodriguez, Kim	Parent/Co-Chair
Russell, Elizabeth	Kinder Teacher
Fox, Heather	Parent Rep
Godbey, Joshua	Parent Rep
Mhatre, Pratik	Parent Rep
Bogart, Lisa	Parent Rep
Hatch, Jennifer	Parent Rep
Cox, Sarah	Parent Rep

Patton Elementary School Student Data SY20-21
Dr. Amanda Brantley, Principal

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	81		MAP Growth	75		STAAR Release	78		STAAR Aligned Assessment	80		85
		All	All	Reading	Meets	STAAR	58		MAP Growth	60		STAAR Release	62		STAAR Aligned Assessment	65		65
		All	All	Reading	Masters	STAAR	37		MAP Growth	38		STAAR Release	38		STAAR Aligned Assessment	39		40
		All	All	Mathematics	Approaches	STAAR	84		MAP Growth	78		STAAR Release	85		STAAR Aligned Assessment	86		88
		All	All	Mathematics	Meets	STAAR	57		MAP Growth	50		STAAR Release	55		STAAR Aligned Assessment	58		60
		All	All	Mathematics	Masters	STAAR	37		MAP Growth	30		STAAR Release	34		STAAR Aligned Assessment	36		40
		All	All	Science	Approaches	STAAR	74		MAP Growth	68		STAAR Release	64		STAAR Aligned Assessment	74		78
		All	All	Science	Meets	STAAR	43		Teacher Created Assessments	40		STAAR Release	43		STAAR Aligned Assessment	48		50
		All	All	Science	Masters	STAAR	37		Teacher Created Assessments	30		STAAR Release	34		STAAR Aligned Assessment	36		40
		All	All	Social Studies	Approaches	STAAR	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Meets	STAAR	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Masters	STAAR	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Writing	Approaches	STAAR	72		Teacher Created Assessments	73		STAAR Release	74		STAAR Aligned Assessment	75		75
		All	All	Writing	Meets	STAAR	38		Teacher Created Assessments	40		STAAR Release	43		STAAR Aligned Assessment	45		50
		All	All	Writing	Masters	STAAR	72		Teacher Created Assessments	73		STAAR Release	74		STAAR Aligned Assessment	75		75
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	AA	Reading	Meets	STAAR	20		Teacher Created Assessments	25		STAAR Release	30		STAAR Aligned Assessment	31		32
		All	AA	Mathematics	Meets	STAAR	9		Teacher Created Assessments	15		STAAR Release	20		STAAR Aligned Assessment	27		31
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	Asian	Reading	Meets	STAAR	56		Teacher Created Assessments	60		STAAR Release	65		STAAR Aligned Assessment	70		74
		All	Asian	Mathematics	Meets	STAAR	67		Teacher Created Assessments	70		STAAR Release	75		STAAR Aligned Assessment	80		82
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	54		Teacher Created Assessments	56		STAAR Release	56		STAAR Aligned Assessment	58		42

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	81		MAP Growth	75		STAAR Release	78	32	STAAR Aligned Assessment	80		85
		All	All	Reading	Meets	STAAR	58		MAP Growth	60		STAAR Release	62	14	STAAR Aligned Assessment	65		65
		All	All	Reading	Masters	STAAR	37		MAP Growth	38		STAAR Release	38	27	STAAR Aligned Assessment	39		40
		All	All	Mathematics	Approaches	STAAR	84		MAP Growth	78		STAAR Release	85	22	STAAR Aligned Assessment	86		88
		All	All	Mathematics	Meets	STAAR	57		MAP Growth	50		STAAR Release	55	18	STAAR Aligned Assessment	58		60
		All	All	Mathematics	Masters	STAAR	37		MAP Growth	30		STAAR Release	34	26	STAAR Aligned Assessment	36		40
		All	All	Science	Approaches	STAAR	74		MAP Growth	68		STAAR Release	64	28	STAAR Aligned Assessment	74		78
		All	All	Science	Meets	STAAR	43		Teacher Created Assessments	40		STAAR Release	43	19	STAAR Aligned Assessment	48		50
		All	All	Science	Masters	STAAR	37		Teacher Created Assessments	30		STAAR Release	34	11	STAAR Aligned Assessment	36		40
		All	All	Social Studies	Approaches	STAAR												
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
		All	All	Writing	Approaches	STAAR	72		Teacher Created Assessments	73		STAAR Release	74	41	STAAR Aligned Assessment	75		75
		All	All	Writing	Meets	STAAR	38		Teacher Created Assessments	40		STAAR Release	43	10	STAAR Aligned Assessment	45		50
		All	All	Writing	Masters	STAAR	72		Teacher Created Assessments	73		STAAR Release	74	7	STAAR Aligned Assessment	75		75
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	AA	Reading	Meets	STAAR	20		Teacher Created Assessments	25		STAAR Release	30	62	STAAR Aligned Assessment	31		32
		All	AA	Mathematics	Meets	STAAR	9		Teacher Created Assessments	15		STAAR Release	20	67	STAAR Aligned Assessment	27		31
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	Asian	Reading	Meets	STAAR	56		Teacher Created Assessments	60		STAAR Release	65	77	STAAR Aligned Assessment	70		74
		All	Asian	Mathematics	Meets	STAAR	67		Teacher Created Assessments	70		STAAR Release	75	73	STAAR Aligned Assessment	80		82
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	54		Teacher Created Assessments	56		STAAR Release	56		STAAR Aligned Assessment	58		42

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	81		MAP Growth	75		STAAR Release	78	32	STAAR Aligned Assessment	80	79	85
		All	All	Reading	Meets	STAAR	58		MAP Growth	60		STAAR Release	62	14	STAAR Aligned Assessment	65	54	65
		All	All	Reading	Masters	STAAR	37		MAP Growth	38		STAAR Release	38	27	STAAR Aligned Assessment	39	38	40
		All	All	Mathematics	Approaches	STAAR	84		MAP Growth	78		STAAR Release	85	22	STAAR Aligned Assessment	86	65	88
		All	All	Mathematics	Meets	STAAR	57		MAP Growth	50		STAAR Release	55	18	STAAR Aligned Assessment	58	37	60
		All	All	Mathematics	Masters	STAAR	37		MAP Growth	30		STAAR Release	34	26	STAAR Aligned Assessment	36	20	40
		All	All	Science	Approaches	STAAR	74		MAP Growth	68		STAAR Release	64	28	STAAR Aligned Assessment	74	73	78
		All	All	Science	Meets	STAAR	43		Teacher Created Assessments	40		STAAR Release	43	19	STAAR Aligned Assessment	48	45	50
		All	All	Science	Masters	STAAR	37		Teacher Created Assessments	30		STAAR Release	34	11	STAAR Aligned Assessment	36	23	40
		All	All	Social Studies	Approaches	STAAR												
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
		All	All	Writing	Approaches	STAAR	72		Teacher Created Assessment	73		STAAR Release	74	41	STAAR Aligned Assessment	75	69	75
		All	All	Writing	Meets	STAAR	38		Teacher Created Assessments	40		STAAR Release	43	10	STAAR Aligned Assessment	45	36	50
		All	All	Writing	Masters	STAAR	72		Teacher Created Assessments	73		STAAR Release	74	7	STAAR Aligned Assessment	75	15	75
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	AA	Reading	Meets	STAAR	20		Teacher Created Assessments	25		STAAR Release	30	62	STAAR Aligned Assessment	31	37	32
		All	AA	Mathematics	Meets	STAAR	9		Teacher Created Assessments	15		STAAR Release	20	67	STAAR Aligned Assessment	27	20	31
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	Asian	Reading	Meets	STAAR	56		Teacher Created Assessments	60		STAAR Release	65	77	STAAR Aligned Assessment	70	61	74
		All	Asian	Mathematics	Meets	STAAR	67		Teacher Created Assessments	70		STAAR Release	75	73	STAAR Aligned Assessment	80	61	82
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	54		Teacher Created Assessments	56		STAAR Release	56		STAAR Aligned Assessment	58		42