

PATTON EL

J.A. Patton Campus Improvement Plan 2021/2022

Be the first!



Christine Snowden
6001 Westcreek Drive Austin, TX 78749
512-414-1780
christine.snowden@austinisd.org

Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

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

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|-----------|--------------------------------------------------------------------------------------------------|
| 1. We will have regular CATCH meetings and review last year's CSH report to identify areas of opportunity. (3) (Target Group: All) | CATCH Team | ongoing | | Criteria: CSH report from last year, CATCH meeting notes/agendas 10/29/21 - Some Progress |
| 2. Specific staff members will be a part of the CATCH team and will meet at least twice per semester to ensure goals are on track and can be met. (1) (Target Group: All) | CATCH Team | on going | | Criteria: CATCH meeting agendas 10/29/21 - Significant Progress |
| 3. During CATCH meetings(2 per semester), members will review goals and criteria to ensure we are on track to meet the expectation and also that we are reaching all demographic groups. (Target Group: All) | CATCH Team | on going | | Criteria: CATCH team meeting agendas and minutes 10/29/21 - Some Progress |

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Community Engagement) For SY 2021-2022, Patton Elementary will maintain the minimum membership requirements (6 parents, 6 professional staff, 1 classified staff, 1 business rep, and 1 community rep) that reflects campus geographic, ethnic, gender, and economic diversity of the school community.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|-----------|-----------------------------------------------------------------------------------------------------------------------|
| 1. Hold at least 8 regular Campus Advisory Council meetings each year. (3) (Target Group: All) | CAC Members | 2021-22 school year | | Criteria: CAC agenda, minutes, and attendance sheets 10/29/21 - On Track |
| 2. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (3, 5) (Target Group: All) | CAC Members | 2021-22 school year | | Criteria: CAC meeting minutes, agendas, and attendance reports. 10/29/21 - Some Progress 09/01/21 - Pending |
| 3. September agenda to include time for analysis of current membership representation in relation to campus demographics. If there are gaps, a goal will be co-created to better align with campus demographic representation. (6) (Target Group: All) | CAC Members | 2021-22 | | Criteria: Agendas and attendance rosters 10/29/21 - Completed |

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (SEL) The campus will participate in the implementation of the 3 Signature SEL Practices (K-12).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Each faculty meeting will contain the 3 signature SEL practices (welcoming ritual, engaging content, and optimistic closure). (3, 4, 5, 6) (Target Group: All) | Campus Leadership Team | 2021-22 | | Criteria: faculty meeting slides 10/29/21 - Significant Progress 10/29/21 - On Track |
| 2. Campus will participate in No Place For Hate and engage our campus community in these activities. (5) (Target Group: All) | Counselor | 2021-22 | | Criteria: NPFH activity report, photos, etc. 10/29/21 - Significant Progress 10/29/21 - On Track |
| 3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (6) (Target Group: All) | Campus Leadership Team | 2021-22 | | Criteria: newsletters, bulletin boards, announcements, phone calls, calendar, and the marquee (photos as needed) social media posted as needed 10/29/21 - Significant Progress |

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) To promote our mission and school-wide expectations and to celebrate student success we will recognize/celebrate all student groups each week throughout the school year. (3, 6)

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|-----------|----------------------------------------------------------------------------------------------------|
| 1. Reinforce our campus mission, vision and values during school-wide morning announcements and faculty/TAPS meetings. (4, 5, 6) (Target Group: All) | Administrators, Counselor | ongoing | | Criteria: Morning Announcement slides; faculty/TAPS notes; surveys 10/29/21 - Some Progress |
| 2. Celebrate students who are modeling what it means to be a Patton Pioneer each Friday during morning announcements. (3, 6). (Target Group: All) | Administrators, Counselor, Teachers | ongoing | | Criteria: morning announcement videos 10/29/21 - Some Progress |
| 3. At each faculty meeting we will model the 3 SEL competencies and have a welcoming ritual, engaging content, and optimistic closure. (3,6) (Target Group: All) | Administrators | | | Criteria: meeting notes/agendas 10/29/21 - Some Progress |

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Through the implementation of weekly data meetings, 100% of teachers teams (PLCs) and instructional leaders will analyze disaggregated student data to identify trends and noticings with regard to our historically underserved student groups.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| 1. Have a master schedule of PLC meetings which will include plans to do best 1st teach, re-teach, and predict student needs (3,6) (Target Group: All) | Administrators, Teachers | ongoing | | Criteria: data meeting notes, assessment data, observation/feedback notes, know/show charts 10/29/21 - Significant Progress |
| 2. Develop a campus walk-through/observation calendar to ensure high quality instruction is transferring to classroom lessons. (Target Group: All) | Administrators | ongoing | | Criteria: walkthrough calendars 10/29/21 - Some Progress |
| 3. Utilize reflection stems during data analysis to center equity and identify gaps Trends I observed in mastery for my students from historically underserved student groups (emergent bilingual, African American, etc) (3,6) (Target Group: All) | Administrators, Teachers | ongoing | | 10/29/21 - Some Progress |

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. Semester 1: Campus enrollment will not decrease from August 2021 to December 2021. Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------|-----------|---------------------------------------------------------------------------------|
| 1. Monitor enrollment numbers by paying close attention to typically marginalized student groups. (5) (Target Group: All) | Administrators, Registrar | ongoing | | Criteria: enrollment data 10/29/21 - Some Progress |
| 2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (3) (Target Group: All) | Administrators, Registrar | ongoing | | Criteria: spring enrollment numbers 10/29/21 - No Progress |
| 3. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (4, 5, 2) (Target Group: All) | Administrators, Registrar | ongoing | | Criteria: Student climate survey 10/29/21 - Some Progress |
| 4. Advanced Academics: host 1 parent GT session to reach out to the community as recruitment tool. (Target Group: All) | GT Advocate | fall semester | | Criteria: meeting agendas; slides from presentation 10/29/21 - Some Progress |

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Needs Improvement to Meets Expectations on the grounds section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------|-----------------------|----------|-----------|--------------------------------------------------------------------------------------|
| 1. Form campus School Culture, Climate & grounds committee. (2, 4, 7) (Target Group: All) | Administrators | ongoing | | Criteria: meeting agendas; meeting attendance 10/29/21 - Significant Progress |
| 2. Eco-TEAM created and maintained. Team membership reflects campus demographics. (2, 7) (Target Group: All) | Teachers | ongoing | | Criteria: Eco-TEAM roster; Eco-TEAM meeting agendas 10/29/21 - Some Progress |
| 3. Write an action plan based on eco audit and monitor progress. (2, 4, 7) (Target Group: All) | Teachers | ongoing | | Criteria: action plan notes 10/29/21 - Some Progress |

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

PATTON EL Site Base

| Name | Position |
|---------------------------|----------------------------|
| VanUum, Rhonda | Teacher |
| Eads, Melissa | Teacher |
| Graham, Tracy | Assistant Principal |
| Torres, Stefanie | Assistant Principal |
| Brooks-Davenport, Katelyn | Counselor |
| Snowden, Christine | Principal |
| Barta, Amanda | PTA President |
| Kinkaid, Katrina | PTA Executive Board Member |

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

1. Instructions for the Comprehensive Needs Assessment (CNA):

2. Locate the data source for each section and fill in the data. All CNA sections are required.
3. Answer reflection questions associated with each section.
4. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

| | Overall Average | *CSH Implementation | *Health Education | *Physical Education/Physical Activity | *Food Services | Employee Wellness | SEL | Physical Environment | *Family Engagement | Community Engagement | Counseling/Mental Health/Social Services | Health Services |
|---------------|-----------------|---------------------|-------------------|---------------------------------------|----------------|-------------------|-----|----------------------|--------------------|----------------------|------------------------------------------|-----------------|
| SY 20-21 | 55% | 38% | 40% | 60% | 82% | 42% | 76% | 59% | 33% | 38% | 67% | 75% |
| SY 21-22 Goal | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% |

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

Longitudinal Discipline Data Report

| Number of Disciplinary Actions by Student Group | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------------------|--------------|------------------|-----------|-----------------|----------------------|-----------------|----------------------------|-----------|-----------------|----------------------|-----------------|-------------------|------------|-----------------|----------------------|-----------------|----------------|-----------|-----------------|----------------------|-----------------|
| | | African American | | | | | Hispanic | | | | | White | | | | | Female | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP |
| 2017-2018 | 1045 | 46 | | 3 | | | 284 | | 3 | | | 466 | | 2 | | | 498 | | 2 | | |
| 2018-2019 | 1063 | 54 | | | | | 285 | | | | | 451 | | 1 | | | 502 | | | | |
| **2019-2020 | 1012 | 40 | | | | | 280 | | | | | 421 | | | | | 490 | | | | |
| | | Male | | | | | Economically Disadvantaged | | | | | Special Education | | | | | | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsions | Home Suspension | In-School Suspension | Removal to DAEP | | | | | |
| 2017-2018 | 1045 | 547 | | 6 | | | 262 | | 5 | | | 111 | | 1 | | | | | | | |
| 2018-2019 | 1063 | 561 | | 2 | | | 288 | | 1 | | | 130 | | | | | | | | | |
| **2019-2020 | 1012 | 522 | | | | | 275 | | | | | 142 | | | | | | | | | |

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

What are the top 3 reasons students get referrals?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

SY 20-21 MAP Growth BOY to EOY

| English | | | | | | | | | | Spanish | | | | | | | | |
|---------|--------|-----------|---------|-----------|--------|-----------|---------|-----------|--------|-----------------------|--------|-----------|---------|-----------|--------|-----------|---------|--------|
| Grd | BOY | | | | EOY | | | | Change | BOY | | | | EOY | | | | Change |
| | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | | Above Average BOY-EOY | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | |
| 1 | 125 | 18% | 7% | 74% | 120 | 21% | 23% | 56% | -18 | 0 | -- | -- | -- | 0 | -- | -- | -- | |
| 2 | 137 | 10% | 13% | 77% | 136 | 21% | 17% | 62% | -15 | 0 | -- | -- | -- | 0 | -- | -- | -- | |
| 3 | 112 | 21% | 16% | 63% | 107 | 32% | 19% | 50% | -13 | 1 | * | * | * | 0 | -- | -- | -- | |
| 4 | 110 | 19% | 13% | 68% | 99 | 23% | 19% | 58# | -10 | 0 | -- | -- | -- | 0 | -- | -- | -- | |
| 5 | 113 | 12% | 16% | 72% | 0 | -- | -- | -- | | 0 | -- | -- | -- | 0 | -- | -- | -- | |
| All | 597 | 16% | 13% | 71% | 462 | 24% | 19% | 56% | -15 | 1 | * | * | * | 0 | -- | -- | -- | |

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

SY 20-21 TELPAS Progress

| Composite Progress for 2020 Cohort | | | | | | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
|------------------------------------|-----------------|--------------------------|-----------------|--------------------------|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2020 | | 2021 | | 2020 to 2021 Change | | 2021 | | | |
| Grade | # Matched Stdts | % Progressed 1+ Prof Lvl | # Matched Stdts | % Progressed 1+ Prof Lvl | 2020 to 2021 Change | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| K | | | | | | -- | -- | -- | -- |
| 1 | | | | | | 75 | 83 | 96 | 92 |
| 2 | | | | | | 89 | 11 | 44 | 47 |
| 3 | | | | | | 80 | 30 | 90 | 69 |
| 4 | | | | | | 60 | 0 | 100 | 55 |
| 5 | | | | | | 67 | 17 | 83 | 43 |
| All | | | | | | 76 | 46 | 85 | 64 |

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

| | Test Grade | All Students | | | | | African American | | | | | Hispanic | | | | | White | | | | |
|------------|------------|--------------------|-----------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|---------------------|-----------------|--------------|---------|-----------|-------------------|-----------------|--------------|---------|-----------|
| | | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters |
| 2021 STAAR | | | | | | | | | | | | | | | | | | | | | |
| Math | 03 | 93 | 82 | 65 | 29 | 15 | 4 | 57 | * | * | * | 28 | 82 | 64 | 21 | 4 | 42 | 82 | 62 | 23 | 17 |
| Math | 04 | 87 | 77 | 60 | 40 | 22 | 5 | 71 | 20 | <1 | <1 | 27 | 73 | 33 | 22 | 22 | 39 | 78 | 72 | 44 | 21 |
| Math | 05 | 86 | 68 | 73 | 44 | 22 | 0 | 0 | * | * | * | 22 | 63 | 64 | 32 | 9 | 46 | 71 | 83 | 48 | 22 |
| Math | All | 266 | 75 | 66 | 38 | 20 | 9 | 60 | 22 | <1 | <1 | 77 | 73 | 53 | 25 | 8 | 127 | 76 | 72 | 39 | 20 |
| Reading | 03 | 92 | 81 | 78 | 48 | 32 | 3 | 43 | * | * | * | 28 | 82 | 86 | 50 | 39 | 42 | 82 | 74 | 45 | 31 |
| Reading | 04 | 87 | 76 | 75 | 52 | 29 | 5 | 71 | 40 | 20 | <1 | 27 | 71 | 59 | 30 | 11 | 39 | 78 | 85 | 64 | 38 |
| Reading | 05 | 86 | 68 | 85 | 65 | 52 | 0 | 0 | * | * | * | 22 | 63 | 73 | 41 | 32 | 46 | 70 | 93 | 76 | 67 |
| Reading | All | 265 | 75 | 79 | 55 | 37 | 8 | 53 | 38 | 13 | <1 | 77 | 72 | 73 | 40 | 27 | 127 | 76 | 84 | 61 | 46 |
| Writing | 04 | 89 | 77 | 69 | 37 | 16 | 6 | 86 | 17 | <1 | <1 | 29 | 76 | 62 | 24 | 3 | 39 | 78 | 77 | 41 | 18 |
| Science | 05 | 84 | 66 | 74 | 46 | 23 | * | * | * | * | * | 22 | 63 | 55 | 32 | 9 | 45 | 69 | 84 | 53 | 33 |
| | | Econ Disadvantaged | | | | | Emergent Bilingual | | | | | Special Ed Services | | | | | Dyslexia Services | | | | |
| | | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters |
| 2021 STAAR | | | | | | | | | | | | | | | | | | | | | |
| Math | 03 | 26 | 76 | 46 | 12 | 4 | 14 | 78 | 86 | 36 | 21 | 10 | 71 | 40 | 20 | 10 | 11 | 92 | 27 | <1 | <1 |
| Math | 04 | 22 | 67 | 32 | 18 | 9 | 12 | 92 | 83 | 75 | 50 | 18 | 78 | 28 | 28 | 11 | 9 | 64 | 11 | 11 | <1 |
| Math | 05 | 16 | 57 | 50 | 13 | <1 | 11 | 73 | 64 | 45 | 18 | 11 | 69 | 55 | 9 | <1 | 9 | 82 | 56 | 22 | <1 |
| Math | All | 64 | 67 | 42 | 14 | 5 | 37 | 80 | 78 | 51 | 30 | 39 | 74 | 38 | 21 | <1 | 29 | 78 | 31 | 10 | <1 |
| Reading | 03 | 25 | 74 | 68 | 28 | 16 | 14 | 78 | 79 | 50 | 43 | 10 | 71 | 40 | 20 | 10 | 10 | 83 | 40 | 10 | <1 |
| Reading | 04 | 22 | 65 | 55 | 32 | 18 | 12 | 92 | 92 | 58 | 33 | 18 | 78 | 39 | 28 | 11 | 9 | 64 | 56 | 11 | <1 |
| Reading | 05 | 16 | 57 | 56 | 19 | 6 | 11 | 73 | 55 | 36 | 18 | 11 | 69 | 55 | 36 | 9 | 9 | 82 | 67 | 33 | 22 |
| Reading | All | 63 | 66 | 60 | 27 | 14 | 37 | 80 | 76 | 49 | 32 | 39 | 74 | 44 | 28 | 10 | 28 | 76 | 54 | 18 | 7 |
| Writing | 04 | 23 | 68 | 48 | 22 | <1 | 12 | 86 | 75 | 50 | 33 | 18 | 78 | 33 | 17 | 6 | 10 | 71 | 30 | 10 | <1 |
| Science | 05 | 14 | 50 | 29 | 7 | <1 | 11 | 73 | 55 | 27 | 9 | 9 | 56 | 56 | 44 | 22 | 8 | 73 | 63 | 38 | 13 |

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

Advanced Academics

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|--------------------------------------------------------------------------------------------|-------------|---------|---------|---------|
| % African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ² | Forecast 5 | 0.00 | 3.23 | 7.14 |
| % Hispanic students enrolled in Gifted/Talented (GT) programs | Forecast 5 | 7.44 | 8.10 | 5.24 |

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

How are you communicating with all families about GT and/or advanced learning opportunities?

How do you support a culture that provides advanced learning opportunities to all students?

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

| | STUDENT ASSESSMENT | | | | SERVICE DESIGN | | | | CURRICULUM & INSTRUCTION | | | | PROFESSIONAL LEARNING | | | | FAMILY & COMMUNITY | | | |
|---------------|--------------------|------|------|------|----------------|------|------|------|--------------------------|------|------|------|-----------------------|------|------|------|--------------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| CAMPUS | R | O | E | | E | E | E | | E | E | E | | E | C | E | | E | R | E | |

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|---------|---------|
| % of campus enrollment identified as 504 | 504 Dept. | | | |
| % 504 Annual and Re-Evaluation meetings held on time | 504 Dept. | | | |
| % of African American SpEd students | SEEDS | | | |
| % of Initial, Transfer, and Annual ARDs held on time | CRTE | | | |
| % parent participation for ARD meetings | CRTE | | | |
| % of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level | CRTE | | | |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

Special Populations reflection:

Domain 3 Campus Reports

| Growth 50% | All Students | Afr Amer | Hisp | White | Amer Ind | Asian | Pac Isl | Two + | ECD | EL* | SpEd | Former SpEd | Cont Enr | Not Cont Enr | Total Met | Total Eligible | % of Eligible Met |
|------------------------------------------------------------------------------------|--------------|----------|------|-------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|-----------|----------------|-------------------|
| College, Career, and Military Readiness Performance (High Schools and K-12) | | | | | | | | | | | | | | | | | |
| Reading #PM Tests | 76 | 0 | 22 | 39 | 1 | 7 | 0 | 7 | 14 | 9 | 9 | <25 | 67 | 9 | | | |
| Growth Score | 71 | | | 86 | | | | | | | | | 73% | | | | |
| Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | | |
| Met Target | Y | | | Y | | | | | | | | | Y | | | | |
| ----- | | | | | | | | | | | | | | | | | |
| Math #PM Tests | 76 | 0 | 22 | 39 | 1 | 7 | 0 | 7 | 14 | 9 | 9 | <25 | 67 | 9 | | | |
| Growth Score | 54 | | | 56 | | | | | | | | | 54 | | | | |
| Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | | |
| Met Target | N | | | N | | | | | | | | | N | | | | |
| Total | | | | | | | | | | | | | | | 3 | 6 | 50% |

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

Longitudinal Enrollment, Utilizations, and Transfers Report

| | | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|-------|-------|-------|-------|
| Enrollment & Utilization | Enrollment | | | | |
| | Students in enrollment area | | | | |
| Transfers | Transfers to other AISD schools | | | | |
| TELL Survey | General School Climate | 90% | 77% | 84% | 94% |
| | Managing Student Conduct | 84% | 73% | 85% | 94% |
| | Principal Leadership | 57% | 29% | 78% | 92% |

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

| | <i>1-Support Needed</i> | <i>2-Developing</i> | <i>3- Meets Expectations</i> | <i>4-Exceeds Expectations</i> |
|---------------------------------------------------|-------------------------|---------------------|------------------------------|-------------------------------|
| Campus Communication Goals & Practices | | | | |
| Campus Communication Strategies | | | X | |
| Campus Website | X | | | |
| Phone/Voicemail/Email Practices | | | X | |
| Language Line for Preferred Language | X | | | |
| Campus Culture of Respect Goals | | | | |
| Campus culture of respect practices and goals | | | X | |
| Customer service prioritization | | | X | |
| Facility & Operations | | | | |
| Grounds | X | | | |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|--|
| Safety Protocols | | | X | |
| Signage | | | X | |
| <p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? I will focus on the grounds and communication strategies. I chose grounds because we have a lot of growth to do here. Some of this is due to the recent winter storm, some is due to Covid-19, and some is due to current personnel and being down one custodian. Communication is of utmost importance. Currently there are lots of ways people are communicating and overall things are okay. We just need to streamline things.</p> | | | | |

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Patton

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

5. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

| Campus: Patton Elementary School_2020-2021 2021-2022 | | | | | | | | |
|------------------------------------------------------|---------------------|---------------------|-----------------------|----------------------|---------------|---------------|---------------------|-----------------------|
| Grade Content | 18-19 STAAR Results | 20-21 STAAR Results | Win(s) and Next Steps | Progress Toward Goal | | | 21-22 STAAR Results | Win(s) and Next Steps |
| | | | | Oct. 2021 SCA | Dec. 2021 SCA | Mar. 2022 SCA | | |
| 3 Reading | 82 62 49 | 78 48 32 | | 65 29 35 | | | | |
| 4 Reading | 72 46 22 | 75 52 29 | | 76 46 29 | | | | |
| 5 Reading | 90 70 44 | 85 65 52 | | 70 36 34 | | | | |
| 6 Reading | NA | NA | | NA | | | | |
| 4 Writing | 71 37 12 | 69 37 16 | | NA | | | | |
| 3 Math | 78 54 32 | 65 29 15 | | 82 40 41 | | | | |
| 4 Math | 81 55 37 | 60 40 22 | | 81 40 41 | | | | |
| 5 Math | 94 62 40 | 73 44 22 | | 79 38 41 | | | | |
| 6 Math | NA | NA | | NA | | | | |
| 5 Science | 75 44 19 | 74 46 23 | | 83 55 29 | | | | |
| Overall | 80 54 32 | | | | | | | |
| TEA Rating | 84 - B | | | 81-B | | | | |
| Distinctions | None | | None | | | | | |

| Goal | Progress Toward Goal | | Next Steps Follow Up |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|----------------------|
| | 19-20 EOY | 20-21 EOY | |
| Attendance: 97.5% Cumulative ADA | 96.1% | | |
| Enrollment: 90% Building Capacity | 949 | | |
| Student Retention: 96% | | | |
| Staff Retention: 85% | 90.0% | 82.5% | |
| Gifted and Talented: ≥ 8% <ul style="list-style-type: none"> African American Hispanic White | 4% 7% 17% | 4% 6% 13% | |



| | | | |
|--------------------------------------|--|---|--|
| Home Suspensions: | | 0 | |
| Functional Building Capacity: | | | |

Austin ISD Data Tracker - SY 21-22

Campus Name: Patton

| | Grade Level | Student Group | Subject Tested | Performance Level | 2019 or 2021 Results | 1st 9 weeks | | | 2nd 9 weeks | | | 3rd 9 weeks | | | 2022 STAAR/EOC | |
|-----------------------------------|-------------|-------------------|----------------|-------------------|----------------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|
| | | | | | | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Summative Goal |
| TEA Data Tracker Elements | All | All | Reading | App. | 79% | SCA 1 | 90% | 70% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | |
| | All | All | Reading | Meets | 55% | SCA 1 | 60% | 44% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | |
| | All | All | Reading | Masters | 37% | SCA 1 | 30% | 33% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | |
| | All | All | Math | App. | 66% | SCA 1 | 90% | 82% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | |
| | All | All | Math | Meets | 38% | SCA 1 | 60% | 60% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | |
| | All | All | Math | Masters | 20% | SCA 1 | 30% | 46% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | |
| | All | All | Science | App. | 74% | SCA 1 | 90% | 84% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | |
| | All | All | Science | Meets | 46% | SCA 1 | 60% | 51% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | |
| | All | All | Science | Masters | 23% | SCA 1 | 30% | 29% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | |
| | All | Emer. Bilingual | Reading | Meets | 49% | SCA 1 | 60% | 45% | SCA 2 | 60% | | SCA 3 | 60% | | TELPAS | 36% |
| Strategic Plan Scorecard Elements | All | African American | All | Meets | 15% | SCA 1 | 60% | 18% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 36% |
| | All | Hispanic | All | Meets | 38% | SCA 1 | 60% | 44% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 41% |
| | All | Emer. Bilingual | All | Meets | 37% | SCA 1 | 60% | 52% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 37% |
| | All | Special Education | All | Meets | 47% | SCA 1 | 60% | 26% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 29% |
| | 3rd | All | Reading | Meets | 48% | SCA 1 | 60% | 41% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | |
| | 3rd | All | Math | Meets | 29% | SCA 1 | 60% | 66% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | |

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:

| | | |
|---------|--------|-------|
| Raw | Scaled | Grade |
| #DIV/0! | #DIV/0 | |

The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).