

**PATTON EL**  
**J.A. Patton Campus Improvement Plan**  
**2022/2023**

*Be the first!*

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# PATTON EL

## **Mission**

### *Campus Mission:*

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

### *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*

### Nondiscrimination Notice

PATTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# PATTON EL

## **Vision**

*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*

### Nondiscrimination Notice

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- We have over 10 different languages spoken on our campus.
- Our interview/hiring process actively seeks to onboard staff members who look like our students.
- We have staff members who are multilingual, so we are able to assist families who do not have English as their first language.

### Demographics Weaknesses

- While this is a campus priority, we will continue to strive to hire staff members who look our student body.

### Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, .01% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, .01% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

1 and 2) We will continue to support restorative practices for all students and use our SEL strategies to establish quality relationships. We know who our African American students are in each class and make sure to provide positive supports to ensure all students have equal access to learning and we eradicate the process of removing students for discipline issues (unless it is a safety issue). We use the same practices for our special education students as well and go to ARD if we feel there is a behavioral need that we should address.

All classrooms will utilize Zones of Regulation and Peace areas to support student's ability to self regulate.

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

- For the 2022-23 school year we earned 2 distinctions on the state accountability report: ELA/Reading and Comparative School Growth.
- We increased our overall accountability rating of 84 from 2019 (last time it was reported) to 89 in 2022.

## Student Achievement Weaknesses

- Based on our 2022 STAAR scores, our overall student body is underperforming in math based on AISD average scores and the state of Texas.
- Our White students continue to out perform other demographic groups indicating more attention is needed to breakdown specific student groups' academic needs.
- Until this year, we did not have a unified system for performing regular common assessments and this is a focus for our 2022-23 school year.

## Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

The trends I recognize are that our white students are out performing black and students receiving special education services.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Of the three students groups that we are being asked to analyze (White, Black, and Hispanic) the two lowest performing are our Hispanic and Black student groups.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

The trends that I notice that overall we performed better in reading than math overall except for our Emergent Bilingual population. In addition, our white students out performed other student groups across the board. Our Hispanic student group performed better in reading than in math.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

We did well on TELPAS as 51% progressed one or more proficiency levels.

## School Culture and Climate

### School Culture and Climate Strengths

The 2021-22 CSH ratings improved from the SY 2020-21 to 2021-22.

#### Patton CSH Results for 2021-222

Overall Score: 77

Implementation: 79

Health education: 80

PE/physical activity: 100

Food services: 100

Employee wellness: 67

SEL: 100

Physical environment: 68

Family engagement: 50

Community engagement: 50

counseling/mental health/social services: 75

Health services: 81

### School Culture and Climate Weaknesses

In 2021-22, using the CSH list, 4 of the 11 areas did not reach 70% implementation.

Based on the results listed above the 4 categories below 70 need to improve which are employee wellness, physical environment, family engagement, and community engagement. The survey questions are reflective of pre-pandemic circumstances. Implementation of these programs were impacted significantly by Covid restrictions.

# Comprehensive Needs Assessment

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, 4 of the 11 areas did not reach 70% implementation.

### **Patton CSH Results**

**Overall Score: 77**

Implementation: 79

Health education: 80

PE/physical activity: 100

Food services: 100

Employee wellness: 67

SEL: 100

Physical environment: 68

Family engagement: 50

Community engagement: 50

counseling/mental health/social services: 75

Health services: 81

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

Based on the results listed above the 4 categories below 70 need to improve which are employee wellness, physical environment, family engagement, and community engagement. The survey questions are reflective of pre-pandemic circumstances. Implementation of these programs were impacted significantly by Covid restrictions.

(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.)

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Ongoing opportunities to include staff voice in the decision making process will be regularly implemented. Staff will be able to provide feedback through committees and instructional leadership teams (ILT). Regular staff check-ins will be utilized to determine ongoing needs and opportunities for improvement. Community building will be included during professional development days as well as faculty meetings. Signature SEL practices for opening and closing meetings will be integrated.

### Staff Quality, Recruitment and Retention Weaknesses

The areas that were the lowest on our Panorama survey were Professional Learning and Feedback/Coaching, so we will focus on this.

### Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

The areas that were the lowest on our Panorama survey were Professional Learning and Feedback/Coaching, so we will focus on this.



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

2.) Why did you select this/these area(s)?

These areas were the lowest on our Panorama survey.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Ongoing opportunities to include staff voice in the decision making process will be regularly implemented. Staff will be able to provide feedback through committees and instructional leadership teams (ILT). Regular staff check-ins will be utilized to determine ongoing needs and opportunities for improvement. Community building will be included during professional development days as well as faculty meetings. Signature SEL practices for opening and closing meetings will be integrated.

2.) What are your customer service celebrations/strengths?

Transparent, timely and ongoing communication with all stakeholders was an area of strength. Front office staff greets everyone warmly both in person and on the phone. Responsiveness to family and community needs by all staff was an additional area of strength.

3.) What are your areas of growth?

Balancing increased security and safety protocols while maintaining a warm and welcoming environment.

4.) What will be your priority for customer service this year?

Our priority will be continuing to meet the various needs of our community knowing that our families and staff face new and ongoing challenges.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

# Comprehensive Needs Assessment

Teachers participated in professional learning to support the implementation of the Creative Learning Initiative (CLI).

## Curriculum, Instruction and Assessment Weaknesses

Continue to support teachers with implementing strategies for our Gifted & Talented/Talent Explore and Emergent Bilingual Students.

## Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

- 1.) Based on the 21-22 GT CAMP, zero of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

- 1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory trainings and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

When creating class lists, we have a spreadsheet which identifies the subject areas in what a student is qualified.

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

School wide newsletters are sent monthly to share information about school wide programming, including advanced learning opportunities and the identification process. Parent coffees are also held to explain the GATE program and processes. Teachers reach out throughout the year to families to share the individualized opportunities identified

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

students have in their classroom.

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

It is imperative that our staff know their students strengths and areas for growth. In keeping with this, we use DuFour's four questions in our weekly PLC meetings with teams. One of the questions speaks specifically to how we will differentiate and extend learning opportunities for students who have already mastered the content objective/s being studied. We are having intentional conversations about instructional strategies to ensure this differentiation is happening. Using strategies such as choice boards, menus, and higher level questions.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

We are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory trainings and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Students are supported in the classroom with linguistic accommodations that are monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school wide benefits students needing linguistic support. STEAM experiences support vocabulary development.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed school-wide to determine areas of growth as a campus.

4.) How does the campus welcome families and students that are new to the country?

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

The culture and climate of our campus as it relates to families who are new to the U.S. is extremely important. These welcoming efforts begin with the front office from the first time they arrive at our campus as well as ongoing support in navigating our systems. We make sure families have access to communication in their language of origin. We ensure they are aware of community events and activities. We do our best to cluster students who are new to the country within the same classroom so that they have support from a peer.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

Staff has been trained in CLI strategies and ongoing sharing of best practices occur at faculty meetings. Teachers incorporate CLI strategies into lesson plans. Administrators model the use of CLI strategies during professional development.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

CLI funds are spent with feedback from our CLI chair and campus leadership team to have experiences brought to our students via assemblies. Field trips are planned throughout the year and our CLI chair shares potential resources with teachers.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Our physical education teachers and fine arts teachers implement the required curriculum. Additional enrichment opportunities such as evening musical performances, CATCH night and additional culminating activities for students.

## Family and Community Involvement

### Family and Community Involvement Strengths

- **Active parent volunteers on campus.**
- **Diwali celebration in October**
- **Arts Day**
- **Increased PTA/CAC participation focus**

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

- Over 200 community/staff members have joined PTA so far this 2022-23 year

## Family and Community Involvement Weaknesses

The area of weakness/area we will focus in is family engagement.

We selected this area because it's our lowest. List areas you would like to grow here:

## Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

The area we will focus in is family engagement.

2.) Why did you select this/these area(s)?

We selected this area because it's our lowest.

# PATTON EL

**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) SMART Goal: By the end of SY 22-23, 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. (5) (Target Group: All)	Administrators, Campus Committees, CATCH Team, Counselor	end of September 2022		Criteria: Monthly meeting agendas and meeting minutes with roster of attendees
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (5) (Target Group: All)	Academic Dean, Administrators, CATCH Team, Counselor	Monthly		Criteria: Meeting agenda and/or meeting presentation slides.
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (4, 5) (Target Group: All)	Administrators, CATCH Team, Counselor	Weekly/ongoing		Criteria: Weekly parent and/or staff newsletters; PTA/CAC agenda

# PATTON EL

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

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)		Monthly		Criteria: Faculty meeting slides
2. Campus will participate in No Place For Hate and engage our campus community in these activities. (5) (Target Group: All)		April 2023		Criteria: 3 NPFH activities; photos, etc.
3. Create a mindfulness room to support SEL implementation on campus. (7) (Target Group: All)	Administrators, Campus Committees, Counselor	Fall semester		Criteria: Photos of room; promotion at faculty meetings, PTA/CAC meetings and newsletters

# PATTON EL

**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.** (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for AISD staff on how to engage and communicate with families. (1, 2) (Target Group: All)	Administrators	August/September 2022		Criteria: Meeting presentation slides
2. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights. (1, 6) (Target Group: All)	Administrators, Counselor, Teachers	Ongoing		Criteria: Newsletters, PTA/CAC agendas
3. Engage families in conversations about ongoing safety and security protocols. (7) (Target Group: All)	Administrators, CAC Members, Counselor, PTA	Ongoing		Criteria: Meeting agendas, site plans/photos of fencing, newsletters



# PATTON EL

**Goal 2.** (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)) In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have a master schedule/agenda for PLC meetings which will include the 4 questions, plans to do best 1st teach, re-teach, and predict student needs (3,6) (Target Group: All)	Administrators			Criteria: PLC meeting notes, PLC calendar, PLC agenda, common assessments
2. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (6) (Target Group: All)	Administrators, Teachers	Ongoing		Criteria: PLC notes
3. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. (3, 6) (Target Group: All)	Administrators, Teachers	Weekly		Criteria: Common assessments, PLC notes

# PATTON EL

**Goal 3.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will not decrease from August 2022 to December 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In keeping with our school's mission, ensure we are constantly working to build a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (1, 2, 4, 5) (Target Group: All)	Administrators, Attendance Clerk, Attendance Committee, Counselor, Registrar, Teachers	Spring 2022		Criteria: Student climate survey
2. Monitor enrollment numbers by paying close attention to typically marginalized student groups. (5) (Target Group: All)	Administrators, Attendance Clerk, Registrar, Teachers	May 2023		Criteria: Attendance data
3. A campus representative will attend the AISD School Showcase event in October to help promote our campus and increase enrollment. (3) (Target Group: All)	Administrators, Counselor	October 22, 2022		Criteria: photos from event; marketing materials

# PATTON EL

**Goal 4.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, 85% or more of campus phones will have an accurate outgoing message to reflect the current staff member and the voicemail is actively maintained. (3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all staff on how to adjust the outgoing message(s) on the campus phones. (Target Group: All)	Administrators, Attendance Clerk, Bookkeeper, Registrar, Teachers	Fall 2022		Criteria: voicemail system
2. Systematically provide clear and ongoing communication to staff through the use of a variety of access points (e.g. digital, newsletters, TEAMS, email etc.) (Target Group: All)	Administrators, Counselor	Ongoing		Criteria: weekly staff newsletter, weekly parent S'more, email, TEAMS
3. Embrace opportunities to recognize staff and share successful customer service practices. (Rave Program) Promote the RAVE program via newsletter, website, etc. (3)	Administrators, Counselor, Grade Level Lead, Parents, Teachers	May 2022		Criteria: faculty meeting/PD slides; "Tell Me Something Good" featured at each staff meeting; RAVES, website, digital newsletters/S'more communications

# PATTON EL Site Base

Name	Position
Snowden, Christine	Principal
VanUum, Rhonda	Chair
Rodriguez, Kim	Co-Chair
Kinkaid, Katrina	PTA President
Robinson, Eric	Parent Selected by Membership Committee
Krummel, Jenn	Parent Selected by Membership Committee
Kedzuch, Anna	Parent Selected by Membership Committee
Johnson, Annemarie	Parent Selected by Membership Committee
Kunz, Dani	Professional Staff member by peers
Paidle, Melanie	Professional Staff member by peers
Eads, Melissa	Professional Staff member by peers
Barton, Olivia	Professional Staff member by peers
Cole, Michele	Professional SPED Teacher selected by Principal
Delgado, Celeste	Classified Staff Member Selected by peers
Falk, Gordon	Citizen Elected by CAC
Summers, Brandi	Business Representative selected by CAC
Torres, Stefanie	Assistant Principal
Graham, Tracy	Assistant Principal

**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](http://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.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	90				92
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	82				85
STAAR Performance Meets	61				80
STAAR Performance Masters	38				40
STAAR Performance Raw Score	60				68
STAAR Performance Scaled Score	90				92

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

Campus Name: **Patton**  
 Campus Number: **227901143**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				93
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	86				88
Academic Growth Scaled Score	92				93
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	31	31	31	31	31
Economically Disadvantaged % Grouping	30.1 to 31	30.1 to 31	30.1 to 31	30.1 to 31	30.1 to 31
Relative Performance Raw Score	60				68
Relative Performance Scaled Score	79				86
Relative Performance Grade	C	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				91
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	81				87
Grade	B	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	13	out of 18	2022 Values:	9	out of 10
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	16	out of 18	2023 Goals:	9	out of 10

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	10	out of 11
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	11	out of 11

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