

**Seguin Independent School District**  
**Patlan Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

Our Mission is Excellence: Every Child. Every Classroom. Every Future.

To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community

# Vision

Our vision is a culture of excellence within our school.

# Value Statement

We believe Patlan Elementary is at its best when:

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

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# Comprehensive Needs Assessment

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

# Goals

**Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.**

**Performance Objective 1: TEACHING AND LEARNING** - By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Patlan will show an increase in the Student Achievement and the Closing the Gap domains.

**Evaluation Data Source(s) 1:** STAAR, local assessments

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Utilize the 2-5 motivational reading program, AReader to encourage and support students in independent reading. Incentives such as AR trophies will be provided to increase participation.</p>	8, 9	Librarian, 2-5 ELA teachers, Instructional Coach, Principal, Assistant Principal	Increase in unit assessment scores, reading level growth				
Funding Sources: 211 Title I A - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Continue fostering a campus wide vocabulary enrichment initiative through morning assembly. The word of the week is given and everyday after it is used in a sentence, then the synonym and antonym thereafter. Students are called and are able to share with the school.</p>	2, 9	Teachers, Instructional Coach, Principal, Assistant Principal	Increased student vocabulary work, walkthroughs, unit assessments				



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers and support staff will implement the district mandated CIF strategies and Fundamental 5 into their Tier 1 instructional block. (TIP) Provide k-2 teachers with Fountas &amp; Pinnell Guided Reading resources/interventions. 3-5 Fountas &amp; Pinnell assessments and intervention kit.</p> <p>Carpets for Whole group lesson-Tool Kit: We do most of our whole group instruction with kids bunched up in front of us in a comfortable/carpeted meeting space on the floor. Clipboards act as a portable desk so kids can interact with the text by writing their thinking as they are listening, talking, and learning. When kids sit up close, they are more likely to engage in the lesson and learn from it.</p>	2, 4	Teachers, Instructional Coach, Principal, Assistant Principal	lesson plan documentation of strategy, increase of use of strategies				
<p>Funding Sources: 211 Title I A - 26800.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) K-5 teachers meet with instructional coach to develop meaningful, rigorous lessons on a weekly basis. Professional learning communities also have been set with Monday Meeting that are done weekly.</p>	2	Principal, Assistant Principal, Teachers, Instructional Coach, Counselor	Walk through data, PLC agendas, Student success on formative and summative assessments.				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) To ensure effective balanced literacy implementation, teachers received detailed schedules addressing the components of literacy and the instructional components that are needed. (TIP)</p>	9	Principal, Assistant Principal, C & I staff	Master Schedule, lesson plans, walkthroughs, data room				
<p>Funding Sources: 211 Title I A - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Students are purposefully scheduled into intervention classes based on their prior STAAR data and universal screener data. (TIP)</p>	9	Principal, Assistant Principal, interventionist, instructional coach, trailblazers	formative and summative data, universal screener data, intervention progress monitoring				







<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Provide after school tutoring for 2-5 grade for at- Risk students. In an effort to collect the most accurate data for our kinder and first grade students, substitutes will be provided for teachers so that monthly assessments can be administered.</p>	8, 9	Administration, Instructional Coach, Interventionist, Teachers	Check point Data, I-station, STAAR, Running Records.				
Funding Sources: 211 Title I A - 10000.00							
<p>8) Parents will be invited to Reading Nights to receive an overview of the content that will be taught in the next unit. This will reinforce content and increase family and community involvement.</p>							
Funding Sources: 211 Title I A - 0.00							
<p align="center"><b>System Safeguard Strategy</b></p> <p>9) Provide the most effective instructional and test preparation materials possible-Provide students with supplemental flash cards with sight words to assist students who need additional help at home.</p> <p>STAAR Connection Diagnostic Series Grades 1st</p>	1	Principal	check point data, Istation, STAAR, Running Records				
Funding Sources: 211 Title I A - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Purchase instructional resources to utilize in K-5 classrooms, such as Click On TEKS, Mentoring Minds, math manipulatives, to support teachers planning and correctly targeting and evaluating TEKS.</p>		Instructional Coach, Principal, Assistant Principal	unit tests, STAAR data				
Funding Sources: 211 Title I A - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>11) Teachers will utilize the resource "Units of Study in Writing" from Lucy Calkins in all grades K-5.</p> <p>In addition teachers will use the Trait Crate to support the writing process. The additional supplies needed will be card stock.</p> <p>STAAR Connection- Rich, Rigorous Assessments that will help grade 1, 2, 3, 4,.</p>	4, 8	Principal, Assistant Principal, Instructional Coach, Trailblazers	lesson plan documentation, checkpoints, CBAs, STAAR scores, walkthrough data				
Funding Sources: 211 Title I A - 0.00							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>12) Increase student Science performance by emphasizing science vocabulary to increase rigor through discussion, activities, word walls, and notebook entries. (TIP) Teacher will attend the CAST conference and walk away with STEM content, lesson plans and handouts to be used right away.</p>	9	Instructional Coach, Principal, Assistant Principal	unit assessments, 5th STAAR results, notebook entries				
Funding Sources: 211 Title I A - 135.00							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>13) Create labs that are interactive for at least 60% of class time, to promote academic vocabulary and hands on problem solving. (TIP)</p>		Science Teachers, Instructional Coach, Principal, Assistant Principal	unit assessments, 5th STAAR data, science journals				
Funding Sources: 211 Title I A - 0.00							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>14) Students in grades 3-5 will participate in a district and campus Science Fair.</p>	8	5th grade Science Teacher, Teachers, Instructional Coach, Principal, Assistant Principal	Students complete science fair projects and submit as entries to Science Fair.				
Funding Sources: 211 Title I A - 0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>15) Integrate Social Studies curriculum into the ELA instructional block.</p>		Principal, Assistant Principal, Instructional Coach	Unit Assessment data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>16) Increase teachers' ability to plan and deliver instruction for ELL students through the use of core curriculum &amp; instructional strategies utilizing Title I and Title III funds. (TIP)</p>	1	Bilingual and ESL Teachers, Aides, Instructional Coach, Principal, Assistant Principal	Walkthrough Data, Student Achievement Data, Unit Assessments, STAAR Data, standardized implementation Bil/ESL curriculum/schedule				
<p>17) Periodically measure student progress and adjust instruction accordingly utilizing auxiliary staff funded through Title I funds. (TIP)</p>	1	Teachers, Instructional Coach, Supplement Support Qualified Professionals, Principal, Assistant Principals	Walkthrough Data, Student Achievement Data, Teacher Reflection, Units Assessments, STAAR Data				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>18) Continue to provide support such as push-in tutors to give identified students additional intervention to master the necessary content and skills. The tutoring assignments will include all grade levels but special emphasis will be placed on STAAR grades and subjects. (TIP)</p>	1	Teachers, Instructional Coach, Supplemental Support Qualified Professionals, Principal, Assistant Principal	STAAR Results, Unit Assessments, Istation				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>19) The campus will utilize an LPAC clerk to process Bilingual paperwork for compliance.</p>		LPAC Clerk, Bilingual Teachers, Counselor, Instructional Coach, Principal, Assistant Principal, C&I Central Office Support	LPAC Documentation				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>20) The counselor tracks their meetings with the ELL students through the affective domain log. (TIP)</p>	9	Counselor, Principal	monthly log, increased communication with all stakeholders				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>21) The campus will provide staff development in instructional technology to increase teacher capacity.</p>	4, 5	Technologist, Librarian, Principal, Assistant Principal, Instructional Coach	effective use of technology that increases student learning, walkthroughs, lesson plans				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>22) Laptop carts will be utilized by every classroom teacher to utilize during their instruction and to use as additional support for struggling students with the purchase of new headphones.</p>	9	Principal, Assistant Principal, Technologist, Librarian	Through walkthroughs students are working with laptops, increased scores based in core subject areas depending on the program being utilized				
	Funding Sources: 211 Title I A - 0.00						

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>23) The technologist utilizes Lenovo Software when assess gradel levels graders in technology competencies. supports dual monitors for both teachers and students,Teacher to students or student to class, the screen sharing feature allows ÂÂFull Screen or Window mode projections and enables the teacher to control studentsÂÂ keyboards and mice, draw on the screen to highlight items, and co-browse the internet by linking student browsers with their own-student to class, the screen sharing feature allows ÂÂFull ScreenÂ or WindowedÂÂ mode projections and enables the teacher to control studentsÂÂ keyboards and mice, draw on the screen to highlight items, and co-browse the internet by linking student browsers with their own.</p>		Technologist	Learning Tech Literacy Assessment				
Funding Sources: 211 Title I A - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>24) Promote technology through an extra-curricular Robotics club.</p>		Sponsor teachers	display of work Robotics competition				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>25) 4th and 5th graders will attend the Mid-Texas Symphony performance in the Texas Lutheran University auditorium to broaden students' perspectives of the fine arts.</p>		Music Teachers, Teachers, Music Teacher, Instructional Coach, Counselor, District Director of Fine Arts, Principal, Assistant Principal	observations				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>26) Offer violin lessons after school thru a collaborative with the TLU Music Department/Mid-Texas Symphony</p>		Music Teacher, Counselor, TLU representative, Principal, Assistant Principal	yearly recital				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>27) Continue the Extraordinary Choir Cub and Recorder Club that supports students who are interested in singing</p>		Music Teacher, Counselor, Principal, Assistant Principal	Fall and spring recitals, choir performing on Monday Assemblies				
<p>28) Continue the Library Club to promote literacy</p>		Librarian	Sign in sheets, # of students participating				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>29) Train all teachers on the McKinney Vento requirements and methods for supporting students who qualify through training during a faculty meeting. Conduct quarterly meetings to track the progress of migrant students on the campus</p>	10	Instructional Coach, Principal, Assistant Principal, C&I District Support Staff	Sign in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>30) Monitor performance of students who scored Level III on last year's STAAR results by tracking their performance on checkpoints, CBAs, and benchmarks and creating an intervention plan as needed.</p>		Principal, Assistant Principal, Instructional Coach, 3rd-5th grade teachers	STAAR results, Data Wall				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>31) Design Professional Learning Communities involving the campus leadership team to strengthen the instructional and behavioral support at the campus level.</p>	2, 4	Principal, Assistant Principal, Instructional Coach, Trailblazers	agendas, sign-in sheets				
<p>32) Conduct transition meeting with Ball ECC principal to facilitate transition of students from early childhood programs to Kindergarten.</p>	7	Principal	RtI lists, class rosters				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>33) Identify all At-Risk students on the campus Data Wall and monitor their progress.</p>	9	Principal, Assistant Principal, Instructional Coach, teachers	Eduphoria Reports, Tracking Notes on Data Wall				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>34) The Instructional Coach will provide scaffolding and support to teachers to increase their instructional capacity in the classroom.</p>	4, 8, 9	Instructional Coach, Principal, Assistant Principal	Increase in teacher instructional capacity on the campus				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>35) Create a professional development plan, to include extra planning during the school day for teachers, to meet the needs of the campus.</p>	4	Principal, Instructional Coach, Literacy Coordinator	Sign-in sheets, walkthroughs, lesson plans				
Funding Sources: 211 Title I A - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>36) The district provide content specific professional development throughout the 2017-2018</p>	4	Principal, Assistant Principal, Instructional Coach, District Coordinators	Sign-in Sheets, Eduphoria transcript, increase in student assessment scores				







<p><b>Critical Success Factors</b> CSF 1</p> <p>37) Teachers disaggregated common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention. (TIP)</p>	8, 9	Principal, Assistant Principal, Instructional Coach	Teacher reflections, lesson plans, targeted intervention strategies				
<p><b>Critical Success Factors</b> CSF 2</p> <p>38) Conduct monthly RTI meetings to review data from Eduphoria on students' performance in Reading, Math, Science and Writing. (TIP)</p>	1, 8	Principal, Instructional Coach, Teachers	Eduphoria documentation				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>39) Weekly campus SPED, Monthly district SPED and 504 meetings to track data and continuous monitoring for students served through these programs.</p>	8, 9	Teachers, Sp Ed Teachers, Instructional Coach, Counselor, Principal, Assistant Principal	increase in student assessment data				
<p><b>Critical Success Factors</b> CSF 1</p> <p>40) Students who failed the STAAR the previous school year has an IPI plan to ensure that they will be successful. (TIP)</p>	8	Principal, Special Education teachers	increase of student scores on assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>41) The Dyslexia Interventionist will utilize DIP for students struggling in reading and students that need dyslexia services. (TIP)</p>		Teachers, Instructional Coach, Intervention teacher, Principal, Assistant Principal	assessment data				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 2: POST-SECONDARY READINESS-** Patlan will increase support for instruction at the Masters Grade Level

**Evaluation Data Source(s) 2:** STAAR, local assessments

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Continue to offer GT training so that 100% of the staff is GT certified. GT teacher will incorporate skill and TEKS based lessons into the GT curriculum in order to develop a deeper understanding of the grade level TEKS.</p>	4, 5	Teachers, Instructional Coach, GT Teacher, Principal, Assistant Principal	all teachers acquire GT certification				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Increase the identification of students who are GT on the campus by having the GT facilitator to go into k-2 classes and model through lessons.</p>	8	GT teacher, Teachers, Counselor, Instructional Coach, Principal, Assistant Principal	sign in sheets, agenda, increase of number of GT students				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Identify "target" students as possible candidates for GT based on their academic scores and will test them in Spring 2017.</p>		Teachers, GT Teacher, Instructional Coach, Counselor, Instructional Coach, Assistant Principal, Principal	Increased number of students qualifying and participating in the GT program				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) All GT students will participate in the GT Showcase that takes place in the Spring.</p>		GT teacher, Principal	GT projects				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Monitor performance of GT students on unit assessments, benchmarks and STAAR to ensure Level III performance.</p>	9	Principal, Assistant Principal, Instructional Coach, Trailblazers, teachers	assessment results, data wall				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							









**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 3: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING-** Patlan will maintain and expand upon learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and the emotional support of all student populations.

**Evaluation Data Source(s) 3:** Attendance, Discipline referrals, parent sign in sheets,

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Conduct Field Day for all grade level students while encouraging parents to attend and also participate in activities.</p>		PE Teacher, PE Aide, Counselor, District PE Coordinator, Principal, Assistant Principal	Rosters of ribbon winners, sign-in sheets for parents				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) 5th grade students will attend HEB camp in Leakey, Texas where students will experience hands-on Science TEKS and physical education TEKS.</p>		PE Teacher, Teachers, Science Teacher, District PE Coordinator, Counselor, Principal, Assistant Principal	observation				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Grades 3-5 will be assessed through different activities of physical activities by the Fitness Gram. In addition Coach Kirksey will start a morning Running Class to get students conditioned for the fitness gram.</p>		PE Coaches, Assistant Principal	Report sent to the State				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Participate in health related activities including Jump Rope for Heart and Hoops for Heart.</p>		PE teacher, Principal	Roster of participants				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Improve school attendance by providing quarterly grade level and school wide incentives as well as for the entire school year such as Fun Friday.</p>		Attendance Clerk, Counselor, Teachers, Instructional Coach, Principal, Assistant Principal	Increase in attendance rate, KMAT acknowledgement				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>6) To ensure student attendance thus increasing learning time, attendance clerk will send parents/guardians notices informing them when a student accrues 5 or more absences.</p>		Attendance Clerk, Counselor, Instructional Coach, Principal, Assistant Principal	Attendance/PEIMS data				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Students who have perfect attendance for the 9 weeks will receive an award. Attendance Wall</p>		Teachers, Attendance Clerk, Counselor, Instructional Coach, Principal, Assistant Principal	Increase in attendance				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							


**Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.**

**Performance Objective 1: SECURITY:** Continue to implement and utilize up-to-date security measures - cameras, visitor identification system (Raptor), controlled access, and safety protocols - at all campuses.

**Evaluation Data Source(s) 1:** Raptor Report, Safety Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Utilize raptor identification system on campus for all visitors.</p>		Front Office Staff, Assistant Principal, Principal	Raptor Reports				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Monitor the access of visitors in the campus with the controlled access doors and monitor them through the camera security system.</p>		Front Office Staff, Assistant Principal, Principal	Video footage				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 2: DRUG FREE SCHOOLS:** Patlan will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 10% for the 2017-2018 school year from the previous school year.

**Evaluation Data Source(s) 2:** Public Education Information Discipline reports

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) All 5th grade students on campus will participate in the DARE program.		5th grade teachers, Assistant Principal, Principal	DARE Essays and graduation				
<b>Critical Success Factors</b> CSF 6 2) All students participate in Red Ribbon Week activities.		Counselor, Assistant Principal, Principal, Parent Liaison	Participation in Activities, Photo Documentation				







**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 3: POSITIVE BEHAVIOR INTERVENTION SUPPORT:** Patlan will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students. Decrease in-school suspensions by 3% from 21 to less than 19. Decrease the number of out of school suspensions by 4% from 12 to less than 11.

**Evaluation Data Source(s) 3:** PEIMS Discipline Reports, PBMAS report

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) PBIS team will continue with the district's Student Conduct Report Form to prevent behavior escalation that may lead to suspension. Continue to utilize PBIS, CHAMPS, TIER II behavior intervention (bridges), one-on-one counseling, parent phone calls/meetings, etc.</p>		Teachers, Counselors, PBIS Team, Principal, Assistant Principal	Student Conduct Reports, Record of Referrals, Student of the Week, Student of the Month, Lunch Bunch, Morning Assembly, Agendas, Sign-In Sheets, PBIS Audit				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Tier 2 behavior intervention will be targeted to those students who need them. The interventions will be supported through Bridges, the newly adopted behavior curriculum.</p>	8	Teachers, Specials Teachers, Counselor, Principal, Assistant Principals	Decrease of discipline referrals, Check In/Check Out forms				
<p><b>System Safeguard Strategy</b></p> <p>3) Restorative Discipline</p>		Principal, Assist Principal					

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 4: CLIMATE:** Patlan will develop a shared vision that promotes and enhances a positive school climate and culture where students and staff embrace responsibility, a respect for diversity, and a respect for the learning environment.

**Evaluation Data Source(s) 4:** Copies of department and campus vision, mission, core values, belief statements, and behavioral norms, student discipline and attendance reports, staff attendance reports, staff, parent, and student surveys, and Campus Performance Review and Support Rounds observation reports of campus climate components.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) Staff completes the School Climate Survey and then as a campus analyzes the data.</p>	1	Patlan Faculty & Staff	Survey results				
<p>2) During planning meetings, Campus leadership meetings, and faculty meetings, the campus faculty and staff will have the opportunity to provide input that will develop a shared vision.</p>		Patlan Faculty & Staff	Sign in sheets, agendas				









✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 5: BULLY PREVENTION:** In order to create a climate where students feel safe and secure from harassment and intimidation, Patlan will implement at all campuses a Bully Prevention program and system for reporting. Decrease the incidents of bullying by 5% from 6 to 5.

**Evaluation Data Source(s) 5:** Bully Report, PEIMS Discipline report

**Summative Evaluation 5:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Implement the No Place for Hate Bully Prevention initiative and students meet monthly with counselor.</p>		Counselor, Assistant Principal, Principal	No Place for Hate activities and sign ins				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) The campus will have a Matador Challenge club that will meet before school monthly.</p>		Counselor, Assistant Principal, Parent Liaison	No Place for Hate School, 5th Bully Prevention Program, No Name Calling Week, Running Away from Hate-Family Walk				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 6: EMERGENCY OPERATING PLAN:** Patlan employees, and where applicable, students, will be trained on the emergency operations plan components.

**Evaluation Data Source(s) 6:** Campus EOP Committee meeting schedule, agendas and minutes, EOP readiness drills report, Campus Performance Review and Support Rounds observation reports of EOP components.

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a copy and review the Patlan Staff Handbook that contains Campus Emergency Procedures.		Assistant Principal, Principal	Patlan Staff Handbook, Agenda, sign in sheets, Preparedness Drills Documentation Form				
2) Distribute/Review information/ handouts for Teacher Red Folder that contains the needed emergency information.		Assistant Principal, Principal	Red Folder, Preparedness Drills Documentation Form				
3) Conduct the required fire and emergency drills		Front Office Staff, Assistant Principal, Principal	Teacher Red Folder, Preparedness Drill Documentation Form.				
4) Conduct staff development/ training for Patlan Faculty & Staff regarding the District Emergency Operation Plan		District Staff, Assistant Principal, Principal	Agenda, sign in sheets				
5) All Patlan staff will participate in ALICE training.		Principal, Assistant Principal					
							



**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.**

**Performance Objective 1: COMMUNICATION:** Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders.

**Evaluation Data Source(s) 1:** Copies of newsletters, news releases, and other publicity samples highlighting the school and district.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Utilize the district and campus resources (printed, web-based, social media, newsletters, marquee, Phone Messenger, etc.) to promote Patlan students' success. Use of planners for 3rd, 4th, 5th grade students to help communicate with parents.</p>	5, 6	Technologist, Librarian, Staff, Parent Liaison, Assistant Principal, Principal	Website, Social media, Campus Facebook page, district publications, Gazette news paper, KWED Daily News, etc.				
Funding Sources: 211 Title I A - 0.00							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 2: PUBLIC RELATIONS:** Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Publicize student successes through local media (newspaper, radio, website, etc.) such as Honor Rolls. Students of the Week/Month and Publicize instruction on twitter and facebook.		Assistant Principal, Principal, District Public Information Officer	Media articles and/or announcements				
2) Engage teachers in writing newspaper articles (three times this year)		Teachers, Assistant Principal, Principal, District Public Information Officer	Newspaper Article				
3) Attend monthly City Wide SVPO Luncheons		Principal	Sign in sheets				
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6		Principal, Assist Principal, Instructional coach, counselor	sign in sheet				
	4) The campus will host 3 academic nights during the school year to reinforce reading, math and science concepts.	Funding Sources: 211 Title I A - 1000.00					

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 3: PARTNERSHIPS:** Foster business and community partnerships through active participation in community-based opportunities and events.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Partner with GVEC to educate students on safety with electricity in grades K-5.</p>	6	Teachers, Counselor, Assistant Principal, Principal	Safety activities				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Partner with Alligator Dental to present dental hygiene to 2nd grade students</p>	6	Second Grade Teachers, Counselor, Assistant Principal, Principal	Scheduled Presentations				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Partner with local Chapter of Masons to present dental hygiene to 1st grade students</p>	6	First Grade Teachers, Counselor, Assistant Principal, Principal	Scheduled Presentations				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Partner with Texas Lutheran University students in the America Reads Program</p>	6	Teachers, Counselor, Assistant Principal, Principal	Visitors Sign in Sheets				
<p>5) Partner with Texas Lutheran University Chemistry Club (TLU students &amp; professor) to conduct science experiments with 4th and 5th grade students</p>		Fourth and Fifth Grade Teachers, Counselor, Assistant Principal, Principal	Scheduled visits to the 4th & 5th grade classrooms				
<p><b>Critical Success Factors</b> CSF 6</p> <p>6) The TLU Basketball team will be part of the WATCH DOG program.</p>	6	Principal, Assistant Principal, Parent Liaison	WATCH DOG agendas, sign-in sheets				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.**

**Performance Objective 1: STEWARDSHIP:** Exhibit responsible stewardship of District funds by using innovative ways to meet the current and emerging needs of all students to include: Pursuing alternative funding sources such as competitive grants, efficient use off available resources, exploring cooperative opportunities, and providing optimal staffing, facilitates, and technology to meet the needs of all students.

**Evaluation Data Source(s) 1:** Monthly review of campus budget summary sheets, MUNIS reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will make fiscally sound decisions based on student needs and data in compliance with all federal, state and local spending rules.	10	Principal	Purchase Orders, Budget				

**Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.**

**Performance Objective 1: HIGHLY QUALIFIED:** To maintain the percentage of highly qualified teachers at 100%.

**Evaluation Data Source(s) 1:** Annual Highly Qualified Report

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that all "new" hires are highly qualified	3	Principal, Human Resources	District & State Reports				
<b>Critical Success Factors</b> CSF 7 2) Administration will attend the district job fair to recruit highly qualified teachers.	3	Principal, Assistant Principal	Hire teachers who are highly qualified				

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 2: MENTORING AND TRAINING:** Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators.

**Evaluation Data Source(s) 2:** District Professional Development Plan Report, including: Workshop, ESC13, and professional conferences

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) On-going professional development opportunities based upon the needs of the campus.		Teachers, Instructional Coach, Principal, Assistant Principal	Staff Development Sign-in Sheets				
Funding Sources: 211 Title I A - 1000.00							
<b>Critical Success Factors</b> CSF 7 2) Provide opportunities for staff to attend professional conferences.	5	Principal, Assistant Principal	Registration documents, Certificate of Completion				
<b>Critical Success Factors</b> CSF 7 3) Provide teachers with extra planning time and professional development to accomplish vertical and horizontal campus goals. This requires subs to be hired for these activities. Kinder will attend the KToT conference in November for ongoing training in all subjects.	4	Principal, Assistant Principal, Instructional Coach, Teachers	through consistent practices in the classroom, lesson plans, walkthroughs				
Funding Sources: 211 Title I A - 1000.00							
							


**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 3: APPRAISAL:** Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, PDAS/ATR, evaluations, walk-through information, student feedback, and value-added data. Staff development and intervention plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week.

**Evaluation Data Source(s) 3:** Eduphoria Walk-through Data, PDAS/ATR Summative Documentation

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Principal and Assistant Principal will conduct a minimum of 10 documented walk-throughs per week</p>		Principal, Assistant Principal	Walkthrough documentation, immediate teacher feedback, signed teacher logs, TAT, informal walkthroughs of CO staff/coordinators				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Principal and Assistant Principal will conduct yearly PDAS observations on staff.</p>	5	Principal, Assistant Principal	Observation documentation				









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 ✘ = Discontinue

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 4: RECRUITMENT AND RETENTION:** With the use of the annual job fair data, the District will, recruit and retain, a diverse population of highly qualified teachers, administrators, and support staff. The district will decrease the teacher turnover from 20.5% to less than 15% and decrease principal turnover form 64% to less than 10%. (TIP) In addition, the district will educate Seguin graduates interested in pursuing careers in the field of education regarding specific high demand certifications and career opportunities in the Seguin I.S.D.

**Evaluation Data Source(s) 4:** District job fair attendance, Talent Ed application manager, hiring of qualified teachers.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Attend the SISD job fair to seek new applicants as they enter the profession of education.</p>	5	Human Resources Assistant Superintendent, Assistant Principal, Principal	Hire highly qualified and diverse teachers.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	To ensure effective balanced literacy implementation, teachers received detailed schedules addressing the components of literacy and the instructional components that are needed. (TIP)
1	1	9	Provide the most effective instructional and test preparation materials possible-Provide students with supplemental flash cards with sight words to assist students who need additional help at home. STAAR Connection Diagnostic Series Grades 1st
1	1	12	Increase student Science performance by emphasizing science vocabulary to increase rigor through discussion, activities, word walls, and notebook entries. (TIP) Teacher will attend the CAST conference and walk away with STEM content, lesson plans and handouts to be used right away.
1	1	13	Create labs that are interactive for at least 60% of class time, to promote academic vocabulary and hands on problem solving. (TIP)
1	1	14	Students in grades 3-5 will participate in a district and campus Science Fair.
2	3	3	Restorative Discipline
3	2	4	The campus will host 3 academic nights during the school year to reinforce reading, math and science concepts.

# Title I

## 1: Comprehensive Needs Assessment

Goal	Performance Objective	Strategy	Description
1	1	5	Implement the STAAR Saturday Academy for 3rd, 4th, 5th graders in the subject areas of Math, Reading, Science & Writing. (TIP)
1	3	4	Track performance of Hispanic, SpEd, ELL, and Eco Dis students on Science assessments for struggling students to then implement interventions for them.
1	6	1	Increase teachers' ability to plan and deliver instruction for ELL students through the use of core curriculum & instructional strategies utilizing Title I and Title III funds. (TIP)
1	6	2	Periodically measure student progress and adjust instruction accordingly utilizing auxiliary staff funded through Title I funds. (TIP)
1	6	3	Continue to provide support such as push-in tutors to give identified students additional intervention to master the necessary content and skills. The tutoring assignments will include all grade levels but special emphasis will be placed on STAAR grades and subjects. (TIP)
1	15	3	Create a TAIS plan to identify safeguards not met and utilize TAIS pulse quarterly report to monitor the status of the campus.
1	19	2	Campus will utilize a data room to make instructional decisions based on student data.
1	20	2	Conduct monthly RTI meetings to review data from Eduphoria on students' performance in Reading, Math, Science and Writing. (TIP)
2	4	2	Staff completes the School Climate Survey and then as a campus analyzes the data.
3	1	7	A parent representative will attend the Latino Family Literacy professional development to increase student performance in the campuses ELLs.

## 2: Schoolwide Reform Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Continue fostering a campus wide vocabulary enrichment initiative where teachers provide opportunities for students to utilize academic vocabulary. Word of the Week, grade level word walls
1	1	4	Teachers and support staff will implement the district mandated CIF strategies and Fundamental 5 into their Tier 1 instructional block. (TIP)

Goal	Performance Objective	Strategy	Description
1	3	2	Teachers and support staff will implement the CIF strategies and the Fundamental 5 into their Tier I instructional block. (TIP)
1	4	4	Teachers and support staff will implement the CIF strategies and the Fundamental 5 into their Tier I instructional block. (TIP)
1	5	2	Teachers and support staff will implement the CIF strategies and the Fundamental 5 into their Tier I instructional block. (TIP)
1	7	1	Teachers will create seating charts that will require teachers to evaluate each student individually for special pops and special need of students. These seating charts will be left out for administration and C & I staff during walkthroughs. (TIP)
1	14	1	Seguin University Way: Each classroom will adopt a college to promote during the year. The teacher will engage in college oriented activities at least once a month.
1	15	1	Activate and maintain a Campus Performance Objectives Committee that will meet quarterly at the end of the grading period and will engage in continuous data analysis of state & local assessments to assist in decision making for the campus including appropriate and timely interventions.
1	15	2	Design Professional Learning Communities involving the campus leadership team to strengthen the instructional and behavioral support at the campus level.
3	1	7	A parent representative will attend the Latino Family Literacy professional development to increase student performance in the campuses ELLs.

### 3: Instruction by highly qualified professional teachers

Goal	Performance Objective	Strategy	Description
5	1	1	Ensure that all "new" hires are highly qualified
5	1	2	Administration will attend the district job fair to recruit highly qualified teachers.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal	Performance Objective	Strategy	Description
1	1	4	Teachers and support staff will implement the district mandated CIF strategies and Fundamental 5 into their Tier 1 instructional block. (TIP)

Goal	Performance Objective	Strategy	Description
1	2	1	Professional development will be provided to all K-5 math teachers regarding the implementation of the new Math TEKS on a as needed basis. (TIP)
1	3	3	Teachers will utilize the resource "Units of Study in Writing" from Lucy Calkins in all grades K-5.
1	8	1	The campus will provide staff development in instructional technology to increase teacher capacity.
1	10	1	Continue to offer GT training so that 100% of the staff is GT certified.
1	13	3	All staff attended professional development for migrant awareness and services provided through this program.
1	15	2	Design Professional Learning Communities involving the campus leadership team to strengthen the instructional and behavioral support at the campus level.
1	15	3	Create a TAIS plan to identify safeguards not met and utilize TAIS pulse quarterly report to monitor the status of the campus.
1	15	4	Leadership will monitor to see that the CIF strategies and the Fundamental 5 is being utilized in across grade levels and content areas.
1	16	1	The Instructional Coach will provide scaffolding and support to teachers to increase their instructional capacity in the classroom.
1	16	2	Create a professional development plan, to include extra planning during the school day for teachers, to meet the needs of the campus.
1	16	3	The district provide content specific professional development throughout the 2015-2016.
5	2	3	Provide teachers with extra planning time and professional development to accomplish vertical and horizontal campus goals. This requires subs to be hired for these activities.
5	4	2	When applicable, identify & enroll faculty members to the "Aspiring" Principal's and AP Academy.

### 5: Strategies to attract highly qualified teachers

Goal	Performance Objective	Strategy	Description
1	2	1	Professional development will be provided to all K-5 math teachers regarding the implementation of the new Math TEKS on a as needed basis. (TIP)
1	8	1	The campus will provide staff development in instructional technology to increase teacher capacity.
1	10	1	Continue to offer GT training so that 100% of the staff is GT certified.

Goal	Performance Objective	Strategy	Description
1	13	3	All staff attended professional development for migrant awareness and services provided through this program.
2	4	1	Highlight/Recognize a teacher of the week during the school wide weekly assembly. Team of the Month.
3	3	1	Utilize the district and campus resources (printed, web-based, social media, newsletters, marquee, Phone Messenger, etc.) to promote Patlan students' success
5	1	2	Administration will attend the district job fair to recruit highly qualified teachers.
5	2	2	Provide opportunities for staff to attend professional conferences.
5	3	2	Principal and Assistant Principal will conduct yearly PDAS observations on staff.
5	4	1	Attend the SISD job fair to seek new applicants as they enter the profession of education.

#### 6: Strategies to increase parental involvement

Goal	Performance Objective	Strategy	Description
3	1	1	Continue to host family events that will increase family unity, family support and will teach parents how to help their children.
3	1	2	Continue to implement the "Watch Dog" program through different activities.
3	1	3	Implement a Family Community Garden in partnership with Resolute Health/Home Depot.
3	1	4	Implement Coffee with the Principal and Lunch & Learn for parents to have a forum to discuss concerns, ask questions and/or give suggestions.
3	1	5	Technologist will provide basic computer literacy training to parents on Mondays/Wednesdays after school from 5:30-7 PM
3	1	6	The campus will host 3 academic nights during the school year to reinforce reading, math and science concepts.
3	1	8	Hire a speaker for a parent education class on the following topic: how to help your student with homework.
3	1	9	Host parent meetings to jointly review/develop the parental involvement policy and school-parent compact.
3	2	1	The Parent Liaison room will be used as the Center where parents can attend workshops and/or volunteer at the campus
3	3	1	Utilize the district and campus resources (printed, web-based, social media, newsletters, marquee, Phone Messenger, etc.) to promote Patlan students' success
3	5	1	Invite local community representatives to participate in a campus career day.

Goal	Performance Objective	Strategy	Description
3	5	2	Partner with GVEC to educate students on safety with electricity in grades K-5.
3	5	3	Partner with Alligator Dental to present dental hygiene to 2nd grade students
3	5	4	Partner with local Chapter of Masons to present dental hygiene to 1st grade students
3	5	5	Partner with Texas Lutheran University students in the America Reads Program
3	5	7	Partner with Resolute Health to implement a Family Community Garden
3	5	8	The TLU Basketball team will be part of the WATCH DOG program.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Goal	Performance Objective	Strategy	Description
1	15	5	Conduct transition meeting with Ball ECC principal to facilitate transition of students from early childhood programs to Kindergarten.
3	2	2	Host Kindergarten Round Up in the spring semester to facilitate the transition of students to Kinder.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Goal	Performance Objective	Strategy	Description
1	1	1	Utilize the 2-5 motivational reading program, AReader to encourage and support students in independent reading. Incentives will be provided by the librarian.
1	2	4	Teachers will use multiple Math Interventions to increase student achievement. (TIP)
1	3	3	Teachers will utilize the resource "Units of Study in Writing" from Lucy Calkins in all grades K-5.
1	4	3	Students in grades 3-5 will participate in a district and campus Science Fair.
1	6	5	The campus will participate in the development of the District Bilingual Transitional Guide. (TIP)
1	6	8	For students who fail the 9 weeks, the teachers will create an ELL plan for success with interventions and accommodations to ensure the students are successful. (TIP)

Goal	Performance Objective	Strategy	Description
1	7	3	Weekly campus SPED, Monthly district SPED and 504 meetings to track data and continuous monitoring for students served through these programs.
1	7	5	Students who failed the STAAR the previous school year has an IPI plan to ensure that they will be successful. (TIP)
1	10	3	Increase the identification of students who are GT on the campus through professional development on how to properly fill out the forms.
1	15	3	Create a TAIS plan to identify safeguards not met and utilize TAIS pulse quarterly report to monitor the status of the campus.
1	16	1	The Instructional Coach will provide scaffolding and support to teachers to increase their instructional capacity in the classroom.
1	19	1	Teachers disaggregated common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention. (TIP)
1	20	2	Conduct monthly RTI meetings to review data from Eduphoria on students' performance in Reading, Math, Science and Writing. (TIP)
2	3	3	Tier 2 behavior intervention will be targeted to those students who need them. The interventions will be supported through Bridges, the newly adopted behavior curriculum.
3	2	1	The Parent Liaison room will be used as the Center where parents can attend workshops and/or volunteer at the campus

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Goal	Performance Objective	Strategy	Description
1	1	1	Utilize the 2-5 motivational reading program, AReader to encourage and support students in independent reading. Incentives will be provided by the librarian.
1	1	2	Continue fostering a campus wide vocabulary enrichment initiative where teachers provide opportunities for students to utilize academic vocabulary. Word of the Week, grade level word walls
1	1	5	Implement the STAAR Saturday Academy for 3rd, 4th, 5th graders in the subject areas of Math, Reading, Science & Writing. (TIP)
1	1	6	To ensure effective balanced literacy implementation, teachers received detailed schedules addressing the components of literacy and the instructional components that are needed. (TIP)

Goal	Performance Objective	Strategy	Description
1	1	7	Students are purposefully scheduled into intervention classes based on their prior STAAR data and universal screener data. (TIP)
1	3	1	Continue the effective implementation of writing by utilizing the detailed schedules addressing the components of writer's workshop. (TIP)
1	3	4	Track performance of Hispanic, SpEd, ELL, and Eco Dis students on Science assessments for struggling students to then implement interventions for them.
1	4	1	Increase student Science performance by emphasizing science vocabulary to increase rigor through discussion, activities, word walls, and notebook entries. (TIP)
1	6	6	The counselor tracks their meetings with the ELL students through the affective domain log. (TIP)
1	6	7	iPads are available for students that are recent arrivals in U. S. school to provide linguistic support.
1	6	8	For students who fail the 9 weeks, the teachers will create an ELL plan for success with interventions and accommodations to ensure the students are successful. (TIP)
1	7	3	Weekly campus SPED, Monthly district SPED and 504 meetings to track data and continuous monitoring for students served through these programs.
1	7	4	Conduct monthly meetings to monitor performance of all students identified as special ed/504/dyslexic, LEP, and create an instructional plan as support as needed. (TIP)
1	8	2	Laptop carts will be utilized by every classroom teacher to utilize during their instruction and to use as additional support for struggling students with the purchase of new headphones.
1	10	6	Monitor performance of GT students on unit assessments, benchmarks and STAAR to ensure Level III performance.
1	13	2	Utilize iPads for instructional purposes.
1	16	1	The Instructional Coach will provide scaffolding and support to teachers to increase their instructional capacity in the classroom.
1	17	1	Identify all At-Risk students on the campus Data Wall and monitor their progress.
1	19	1	Teachers disaggregated common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention. (TIP)
1	20	1	Monitor student assessment data. (TIP)

**10: Coordination and integration of federal, state and local services and programs**

Goal	Performance Objective	Strategy	Description
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<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Description</b>
1	12	1	Train all teachers on the McKinney Vento requirements and methods for supporting students who qualify through training during a faculty meeting.
1	13	1	Conduct quarterly meetings to track the progress of migrant students on the campus
4	1	1	The campus will make fiscally sound decisions based on student needs and data in compliance with all federal, state and local spending rules.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Perez, Pam	Instructional Coach	Instruction	.7
Shanafelt, Penny	Interventionist	Reading	.5