

Seguin Independent School District
Patlan Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Patlan family will launch into success by being positive, inclusive, collaborative and supportive while embracing equity over equality.

Vision

Our vision is to establish a positive , welcoming, supportive, destination campus that is accessible to ALL!

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.

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Comprehensive Needs Assessment Data Documentation	5
Goals	8
Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).	8
Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).	15
Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).	19
Comprehensive Support Strategies	20
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	21
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	21
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	21
Title I Schoolwide Element Personnel	22
2018-2019 CPOC	23

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Grade/Subject	2015-16	2016-17
Grade 3 Reading	61	47
Grade 4 Reading	53	63
Grade 5 Reading	54	53
Grade 3 Math	59	49
Grade 4 Math	41	69
Grade 5 Math	63	61
Grade 4 Writing	44	75
Grade 5 Science	45	49

Student Achievement Strengths

Writing was raised 28pt. and 8pts above State level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All students group had 73% passing rate in Reading for the 2018 STAAR. **Root Cause:** student not reading on grade level, training in guided reading

Problem Statement 2: All student group had 74 % passing rate for Math 2018 STAAR **Root Cause:** training for guided Math in all grade levels

Problem Statement 3: All student group had 58% passing rate for Science **Root Cause:** Instruction of the science skills were not practiced to the mastery level

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL 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)
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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: Improve student learning through improved instructional practice (Strategic Priority 1).


Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Patlan Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 73%/37%/15% to 87%/51%/20% in 2019 and 90%/60%/30% in 2020.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) plan engaging lessons for whole group and small group that can extend into meaningful independent practice at standards-based literacy stations. Debbie Diller workshop	2.4, 2.5, 2.6	Administration and Instructional coaches along with Team leaders	stations geared to targeted skills/TEKS				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 Title I A - 1150.00						
2) How to deliver powerful math mini-lessons (and how to truly manage them) followed-up with targeted, differentiated small-group teaching. Reagan Tunstall's Guided Math workshop	2.4, 2.5, 2.6	Administration and Instructional Coach along with Team Leaders	Stations geared to targeted skills/TEKS				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2 Funding Sources: 211 Title I A - 1000.00						
3) an opportunity to share instructional best practices for Dual language classrooms.		Administration and Instructional coach	improve instructional practices in our Dual Language classes.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 Title I A - 3490.00						

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>4) Every grade level will have a 45 minute intervention block that service students receiving Tier 2 and 3 academic support along with after school tutoring program with a focus on reading, writing and math with an emphasis on improving student performance for all Sub Pops/Groups of STAAR to include LEP and students with special needs</p>	2.4, 2.5	Administration, Instructional coach	more students on grade level				
Funding Sources: 211 Title I A - 0.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Classes K-5 will implement a guided reading block as part of Tier 1 instruction and Deepening our understanding of effective Tier I core reading instruction focusing on responsive instructional decision making. More students centered instructions.</p>	2.4, 2.6	Administration, Instructional coach	increase on grade level reading and Math				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Promote teacher recommendations for GT testing in order to afford the opportunity to a more diverse GT population within the campus.</p>	2.4, 2.5	Administration, Instructional coach	increase in diverse population in GT program				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) 3rd, 4th, and 5th grade students will utilize Imagine Math and Education Galaxy(2nd grade) for additional exposure and practice in mastering math objectives.</p>		Administration, Instructional coach	to help increase student growth in math				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) All students will have the opportunity to receive writing instruction that relies on a balanced literacy approach and includes a writers' workshop component to include Mentoring Sentences approach. Design Qualities will be applied to lesson planning. English Language Proficiency Standards (ELPS) will be addressed to develop language skills for all learners</p>	2.4, 2.5	Administration, Instructional coach	improve in Revising and Editing.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Implement instructional strategies using TEKS Resource and curriculum map and TeKs guide to ensure alignment with TEA guidelines to increase student achievement for each sub population group.</p>	2.4	Administration, Instructional coach	Teachers will be able to create and implement engaging lessons.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Implement and monitor Guided Math classroom instruction and teaching strategies. Use supplemental materials and supplies</p>		Administration, Instructional Coach	increase in targeted instruction				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>11) Reading: Identified dyslexic students will receive instruction using district program model.</p>	2.6	Administration, Dyslexia trained teacher	Students will learn strategies to assist with their reading. Reading comprehension and fluency will improve.				
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: All students group had 73% passing rate in Reading for the 2018 STAAR. Root Cause 1: student not reading on grade level, training in guided reading
Problem Statement 2: All student group had 74 % passing rate for Math 2018 STAAR Root Cause 2: training for guided Math in all grade levels

Curriculum, Instruction, and Assessment
Problem Statement 1: Guided reading not used to fidelity Root Cause 1: further training was needed
Problem Statement 2: Quality Data to Drive instruction for Math Root Cause 2: unit test not used regularly

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: Patlan Elementary will increase the targets met from 31% to 40% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Source(s) 2: STAAR Assessment

Summative Evaluation 2:

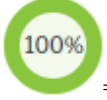



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) College days: Homerooms will pick a college or university and learn what they are known for and their school song or chant. Students will present their class school in assembly.		Administration	to educate students on potential options and opportunities for their future.				

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Patlan Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Patlan Elementary will increase attendance from 94.4% to 96.5.00%, and decrease out of school suspensions by 10% .

Evaluation Data Source(s) 3: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities, parent area for continuing education etc.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Student council will give students an opportunity to develop leadership by organizing and carrying out school activities and service projects</p>	2.5	Administration, 3 teacher sponsor	PROMOTE CITIZENSHIP, SCHOLARSHIP, LEADERSHIP, HUMAN RELATIONS, CULTURAL VALUES				
Funding Sources: 211 Title I A - 450.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Increase attendance by posting in front of school the percentages reached for each grade. A class that reaches 100% attendance will work to complete the word PERFECT ATTENDANCE first will earn a pizza party. In addition Enrichment clubs will happen every Friday for students that had perfect attendance for the week.</p>	2.4, 2.5	Administration, Attendance clerk, homeroom teachers	increase attendance and give an opportunity for students that do not make the enrichment clubs to work with administration, teachers to make up work.				
<p>3) Responsive Classroom Morning Meeting(K-5) is an engaging start each day, it builds a strong sense of community, and set children up for success socially and academically.</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Patlan Elementary will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

Evaluation Data Source(s) 4: Istation, TEMI for K-2 students, TEAMS failure report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implementation of PLC's : an added hour of planning once every 2 weeks . Teachers will set learning goals for students based on standard based assessments and create interventions to address the needs of students.</p>	2.4, 2.5, 2.6	Administration, Instructional coach	improve percentages of approaches and meets in targeted areas				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Planning once a week with instructional coach to identify and model high stakes strategies for instruction.</p>	2.4, 2.5, 2.6	Administration, instructional coach	increase student growth goals based on the data from assessments				
<p>3)). RTI will be utilized when students fail to show adequate growth. Students will be involved in their own assessments and will set academic goals for personal math progress.</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

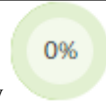
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 5 1) Building Capacity requirements and strategies to help work innovatively with parents and families.	3.1, 3.2	Administration, Counselor,	Parent and family engagement will help increase student success				
	Funding Sources: 211 Title I - Parental Involvement - 50.00						
Critical Success Factors CSF 5 2) Pride of Patlan: program is meant to promote success in and out of the classroom.		Administration, counselor, classroom teachers	Promoting: outstanding characteristics both as a student and as a citizen of the community. The student must be able				
	Funding Sources: 211 Title I A - 600.00						
3) Convene an annual Academics night to inform parents on curriculum standards, STAAR info, an explanation of the curriculum and campus initiatives							
Critical Success Factors CSF 5 CSF 6 4) Provide Parent Climate Survey during the 1st and 2nd Semesters of school to help students and parents transition from one grade to the next.	3.1	Administration					
Critical Success Factors CSF 1 CSF 4 CSF 6 5) Track campus discipline data to evaluate program effectiveness	2.6	Administration, PBIS Team	Discuss options to reduce the occurrences of incidents requiring referrals, and build rapport within the school and the community. Allow for more time to focus on instructional processes and procedures to enhance student academic growth.				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Patlan Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Source(s) 2:

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Patlan Elementary will utilize social media such as our campus website, Remind, Facebook, Twitter, and Messenger to communicate with parents.</p>		Administration	Increase parental awareness of events being sponsored on or by our campus.				
<p>Critical Success Factors CSF 5</p> <p>2) We will host a Volunteer Appreciation event in the Spring semester</p>		Administration, Counselor	Volunteers will feel appreciated and will continue helping.				
<p>Critical Success Factors CSF 5</p> <p>3) We will host 2 separate 5th grade Parent Nights to inform parents of the requirements for promotion to 6th grade (SSI) as well as the social and academic progress requirements for their child as they transition from 5th to 6th grade.</p>		Administration	improve communications				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Patlan Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Work with community partners and participate in activities involving Patlan PTC.</p>		Administration, Counselor	Improve perception of Patlan Elementary and build relationships with variety of stakeholders				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Patlan Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Peer Observations		Administrations, Instructional coaches	Teachers will observe peers during insruction and while presenting in content vertical planning meeting.				
Critical Success Factors CSF 6 CSF 7 2) Teacher of the Month: The use of a shout out board in the lounge. Admin. will draw a name for a gift card.		Administration	To create unity and build morale in staff.				
Critical Success Factors CSF 6 CSF 7 3) Implement and monitor a formal campus climate survey and needs assessment to identify areas of professional development needs in order to implement training opportunities to address specified areas	3.2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Every grade level will have a 45 minute intervention block that service students receiving Tier 2 and 3 academic support along with after school tutoring program with a focus on reading, writing and math with an emphasis on improving student performance for all Sub Pops/Groups of STAAR to include LEP and students with special needs
1	1	5	Classes K-5 will implement a guided reading block as part of Tier 1 instruction and Deepening our understanding of effective Tier I core reading instruction focusing on responsive instructional decision making. More students centered instructions.
1	1	6	Promote teacher recommendations for GT testing in order to afford the opportunity to a more diverse GT population within the campus.
1	1	10	Implement and monitor Guided Math classroom instruction and teaching strategies. Use supplemental materials and supplies
1	4	1	Implementation of PLC's : an added hour of planning once every 2 weeks . Teachers will set learning goals for students based on standard based assessments and create interventions to address the needs of students.
1	4	2	Planning once a week with instructional coach to identify and model high stakes strategies for instruction.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shanafelt, Penny	Interventionist	Reading	.5

2018-2019 CPOC

Committee Role	Name	Position
Administrator	Linda Guzman	Principal
Administrator	Richard Coronado	assistant Principal
Business Representative	Chris Caddell	Business rep