

Seguin Independent School District

Patlan Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

To establish a positive, inclusive, collaborative, destination campus!

Vision

Success for All!

Value Statement

Mission: Success for all students.

Our vision is to establish a positive, inclusive, collaborative, destination campus that is accessible to ALL!

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.

Patlan Matadors work hard and never give up.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 46% to 53% by August 2025.	10
Goal 2: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 50% to 65% by August 2025.	16
Goal 3: Patlan will increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.	18
Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.	20
Goal 5: Patlan will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).	22
Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.	25
Goal 7: Patlan will be rated A or B by August 2025.	29
Addendums	31

Comprehensive Needs Assessment

Revised/Approved: June 26, 2023

Demographics

Demographics Summary

Patlan serves about 446 students from kindergarten through fifth grade. We are a neighborhood school. 77% percent of our students are economically disadvantaged. 77% of our students are Hispanic, 18% are White, 5% are African American. 15% of are students qualify for Special Education students, 5% are serviced under 504 and 25% are Emergent Bilinguals. Our mobility rate is 16%. 48% of our students are female and 52% are male. 0.6 % of our students served disciplinary placements. 62% of our students are at-risk. May students have experienced trauma.

Our average class size is 19. 59% of our faculty is Hispanic, 39% White, and 2% are African American.

Demographics Strengths

- Teachers on campus are highly qualified.
- Phenomenal support with our SPED (Mr. Caddell, Special Services & English Learner) students. They play a key role in identifying, advocating and providing resources for students.
- Dual Language two way is offered from Kindergarten to Second Grade.
- Assistance and support provide to low socio- economic learning through Communities in Schools.
- SEL lessons are provided by counselors.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual achievement data lags behind peers. **Root Cause:** Inconsistent bilingual programming have created gaps.

Problem Statement 2 (Prioritized): Special Education Students are not performing as well as peers on state and district assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Student Learning

Student Learning Summary

Our reading benchmark data for the campus was 72 approaches, 22 Meets, 11 Masters. Our math benchmark data for the campus was 59 approaches, 29 Meets, 16 Masters. Our science benchmark data for the campus was 56 approaches, 22 Meets, 9 Masters. Our emergent bilingual data in reading is 67 approaches, 25 meets, 4 masters. Our emergent bilingual data in math is 50 approaches, 19 meets, 9 masters. STAAR testing data is pending. Istation on level percentages for the month of May was 36 for Kindergarten. 41 for 1st, 43 for 2nd, 39 for Third, 37 for 4th and 44 for 5th.

STAAR Data is still pending. Overall data is expected to be a D.

Student Learning Strengths

-Veteran teacher know their content

- Utilize HMH for needs

Strengths by grade Level

Kindergarten- Strong Math foundation, strong use of Estralita.

1st- Use of strategies

2nd- Reading, Started on Online testing.

3rd- Use of strategies, perseverance, growth, worked hard

4th- Sentence structure improved, Vocabulary improved, K12 Summitt for EBs

5th- Academic Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students have gaps in core subjects. **Root Cause:** Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Problem Statement 2: iStation data shows that a large amount of students are not on grade level. **Root Cause:** Students lack foundational reading skills.

Problem Statement 3 (Prioritized): Writing rigor needs improvement with new state assessment standards. **Root Cause:** Lack of writing instruction and resources.

Problem Statement 4: STAAR scores declined from 21-22 to 22-23. **Root Cause:** Increased rigor, training and alignment to the new state assessment is needed.

School Processes & Programs

School Processes & Programs Summary

Patlan has many processes and programs to help keep our students focused, our parents updated and our teachers ready for teaching. Patlan uses Champs and PBIS for positive reinforcements and for setting the expectations. There is also a reset room to aid students having a difficult time Patlan also utilizes behavior and attendance incentives for students and teachers. Patlan keeps parents informed through social media, text messages, newsletters, school messenger and phone calls from administration and teachers. Teachers also receive a weekly newsletter with all relevant dates, events, and information from the principal. Parents and students have resources at Patlan to help them such as CIS, counseling, and after school tutoring with ACE.

Students also have archery club, violin club and Ukulele club to practice the arts at Patlan.

School Processes & Programs Strengths

- Attendance at Patlan is at 94%
- We have less chronic absences compared to other elementary schools due to incentives given to students.
- Patlan also has great behavioral and emotional support with reset rooms, CIS and behavior and behavior incentives, Bullying presentations for 4th and 5th graders and positive action.
- Good communication to parents from teachers and school (facebook, twitter, remind, seesaw, class dojo, google voice, peach tree, school messenger, grade-level news-letters)
- PLC are on track and stay on task

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance goal not met for 2022-2023 school year. **Root Cause:** Parents use Covid regulations from previous years to keep students out of school when they are ill.

Problem Statement 2: Trauma interferes with student's ability to learn. **Root Cause:** Students need to be provided with social emotional learning and teachers need to be provided with trauma informed instruction.

Perceptions

Perceptions Summary

Parents can volunteer on campus, become a part of our PTC, attending Parenting Partners classes. Volunteer opportunities include helping at the school store, recess help, field trips, campus events (carnival, field day, career day, academic night). Our Community Outreach Committee meets monthly to plan events and discuss parent involvement. This year we had two different companies adopt Patlan and have been a big part of supporting our campus teachers and events.

Only 2 teacher chose to leave, 1 relocated, 4 teacher did not attain the correct credentials. On our OHI surey we were rated above average. Our strengths being institutional integrity, collegial leadership, and teacher affiliation.

Perceptions Strengths

- Increase in parent involvement compared to the beginning of the year
- Accommodating to parents
- Staff retention increased
- Positive Ratings on Campus Climate Surveys

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement continues to be low. **Root Cause:** Campus needs better and multiple ways of communication to attract parents.

Problem Statement 2: Community involvement continues to be low. **Root Cause:** Campus needs better and multiple ways of communication to attract community members.

Problem Statement 3 (Prioritized): Students SEL Survey continues to be low (58%). **Root Cause:** Students do not feel a connection to school.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual achievement data lags behind peers.

Root Cause 1: Inconsistent bilingual programming have created gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Writing rigor needs improvement with new state assessment standards.

Root Cause 2: Lack of writing instruction and resources.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Attendance goal not met for 2022-2023 school year.

Root Cause 3: Parents use Covid regulations from previous years to keep students out of school when they are ill.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent involvement continues to be low.

Root Cause 4: Campus needs better and multiple ways of communication to attract parents.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Many students have gaps in core subjects.

Root Cause 5: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students SEL Survey continues to be low (58%).

Root Cause 6: Students do not feel a connection to school.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Special Education Students are not performing as well as peers on state and district assessments.

Root Cause 7: Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.







Problem Statement 7 Areas: Demographics







Goals

Goal 1: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 46% to 53% by August 2025.

Performance Objective 1: Strengthen our Dual Language Program by increasing the amount of our students meeting grade level from 28 to 40 by 2024.

Evaluation Data Sources: Benchmarks, Unit test, Module Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning to improve sheltered instruction for our emergent bilinguals. Strategy's Expected Result/Impact: Increased transfer of languages and academic achievement. Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an English Learning Software for our recent arrivals. Strategy's Expected Result/Impact: Improved English proficiency for new arrivals. Staff Responsible for Monitoring: Admin, Dual Language Teacherrs</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase resources for DL teachers to utilize during for instruction (Headphones)</p> <p>Strategy's Expected Result/Impact: Increased TELPAS and achievement scores.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				









Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Emergent Bilingual achievement data lags behind peers. Root Cause: Inconsistent bilingual programming have created gaps.</p>

Goal 1: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 46% to 53% by August 2025.

Performance Objective 2: Strengthen our Special Education Programming by increasing the amount of students meeting grade level expectations from 15 to 30 by 2024.

Evaluation Data Sources: Benchmarks, Unit test, Module Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted small groups provided in classroom and in pull-out groups. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Creating resources to meet the needs of out special education students. Strategy's Expected Result/Impact: Decrease achievement gap between special education students and their peers Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Special Education Students are not performing as well as peers on state and district assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.








Student Learning

Problem Statement 1: Many students have gaps in core subjects. **Root Cause:** Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.

Goal 1: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 46% to 53% by August 2025.

Performance Objective 3: Strengthening early literacy by increasing the amount of students who are level 3 on iStation from 40% to 60% by 2024.

Evaluation Data Sources: iStation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students, create an intervention plan and monitor students monthly.</p> <p>Strategy's Expected Result/Impact: Increased iStation scores</p> <p>Staff Responsible for Monitoring: Admin., Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>	 <p>50%</p>	 <p>70%</p>	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students have gaps in core subjects. Root Cause: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.</p>

Goal 1: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 46% to 53% by August 2025.

Performance Objective 4: Enhance writing campus wide by utilizing strategies to decrease the amount of essays that scored poorly on their short constructed response and extended responses.

Evaluation Data Sources: Benchmarks, Unit Test STAARs








Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase additional resources for teachers to utilize with students.</p> <p>Strategy's Expected Result/Impact: Students will become familiar with the new question types and increase achievement scores.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Writing rigor needs improvement with new state assessment standards. Root Cause: Lack of writing instruction and resources.</p>

Goal 2: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 50% to 65% by August 2025.

Performance Objective 1: Strengthen our Dual Language Program by increasing the amount of our students meeting Math grade level from 33 to 45 by 2024.








Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted small groups provided in classroom and in pull-out groups. Strategy's Expected Result/Impact: Increased Academic achievement Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Emergent Bilingual achievement data lags behind peers. Root Cause: Inconsistent bilingual programming have created gaps.</p>

Goal 2: Patlan will increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 50% to 65% by August 2025.

Performance Objective 2: Strengthen our Special Education Programming by increasing the amount of students meeting math grade level expectations from 10 to 30 by 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted small groups provided in classroom and in pull-out groups. Strategy's Expected Result/Impact: Increased academic achievement. Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: Many students have gaps in core subjects. Root Cause: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.</p>

Goal 3: Patlan will increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students meet and masters in all subjects from 54 to 75 by August of 2024.

High Priority

Evaluation Data Sources: Benchmarks, Modules

Strategy 1 Details	Reviews			
<p>Strategy 1: Include enrichment activities through Tier 1 instruction Strategy's Expected Result/Impact: Increase Academic Achievement. Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Patlan will increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 2: Increase students' awareness of College Career Military Readiness by hosting CCMR activities.

Evaluation Data Sources: Sign-In Sheets, Agendas



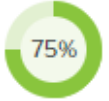




Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate college, military, and trades into weekly announcements, monthly presentations, and visuals around the campus.</p> <p>Strategy's Expected Result/Impact: Students are more aware of what is available after graduation.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a career day for all students.</p> <p>Strategy's Expected Result/Impact: Increase student's awareness of career options.</p> <p>Staff Responsible for Monitoring: Admin., Counselor, Community Parent Outreach Committee.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.

Performance Objective 1: By May of 2024, increase the attendance rate from 94.78 to 96.

High Priority

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and provide incentives and recognition for good attendance. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Admin, CIS, Attendance Clerk</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



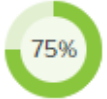




Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Attendance goal not met for 2022-2023 school year. Root Cause: Parents use Covid regulations from previous years to keep students out of school when they are ill.</p>

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.











Performance Objective 2: By May 2024, Patlan will offer a minimum of five multicultural engagement opportunities for all district stakeholders.

Evaluation Data Sources: Sign-In Sheets, Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase family engagement and communication in English and Spanish through academic and multicultural events.</p> <p>Strategy's Expected Result/Impact: Build a stronger connection between home and school.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 5: Patlan will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2024, teacher turnover will decrease by 10% at Patlan ES.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PLCs, professional development, committee meetings ongoing training to teachers. (mentoring, planning, data digs, etc.)</p> <p>Strategy's Expected Result/Impact: Staff feel supported and prepared.</p> <p>Staff Responsible for Monitoring: Admin, Team Leads, Mentors.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate and recognize staff members frequently.</p> <p>Strategy's Expected Result/Impact: Staff feel valued and included.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








Goal 5: Patlan will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By the spring of 2024, campus staff surveys will show an above average organizational health index score for Patlan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide surveys to staff regarding discipline, instruction, safety and school culture.</p> <p>Strategy's Expected Result/Impact: Feedback will be used to monitor and adjust campus procedures.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Patlan will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 3: By the spring of 2024, Patlan's Academic Emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ongoing training on growth mindset. Strategy's Expected Result/Impact: Increase belief in student achievement. Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: Patlan will increase the amount of parental involvement events on campus by 50%

Evaluation Data Sources: Sign- In Sheets








Strategy 1 Details	Reviews			
<p>Strategy 1: Parenting Partner training and classes will be held in Fall and Spring. Strategy's Expected Result/Impact: Enhance parenting skills to help their students thrive. Staff Responsible for Monitoring: Parenting Partner Team, Admin.</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host family academic nights (Tips and Treats, Christmas around the World, Reading Night etc.) Refreshment and materials may be needed. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Admin.</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parent involvement continues to be low. Root Cause: Campus needs better and multiple ways of communication to attract parents.</p>









Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Patlan will increase the amount of community partnerships events on campus by 50%


Strategy 1 Details	Reviews			
<p>Strategy 1: Include Adopters, community partners in campus events.</p> <p>Strategy's Expected Result/Impact: Creating a stronger learning community</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: Patlan will increase the amount of enriching experience for students by 50%

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide extracurricular activities for students (Student Council, ACE clubs, music clubs, etc.)</p> <p>Strategy's Expected Result/Impact: Students are involved and take pride in their school.</p> <p>Staff Responsible for Monitoring: Admin, ACE coordinator, club sponsors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide SEL lessons through counselor, CIS, Words of Wisdom, and child safe lessons.</p> <p>Strategy's Expected Result/Impact: Increases self-esteem, creates a well rounded student.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, CIS</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase Solar Eclipse Glasses for 4th and 5th Graders</p> <p>Strategy's Expected Result/Impact: Deep understanding and real- life experience of science concept.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify






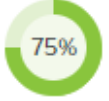
 Discontinue









Goal 7: Patlan will be rated A or B by August 2025.

Performance Objective 1: Patlan will increase our overall accountability score from an 63 to 85 by August of 2024.

Summative Evaluation: Met Objective

Next Year's Recommendation: Intersession Discontinued

Strategy 1 Details	Reviews			
<p>Strategy 1: To host Intersession in the spring and fall. (Supply and materials will be needed.)</p> <p>Strategy's Expected Result/Impact: To accelerate and enrich learning for are at risk students</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Saturday School</p> <p>Strategy's Expected Result/Impact: Close gaps for students who are academically struggling</p> <p>Staff Responsible for Monitoring: Admin, STAAR Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher attend academic conferences (Rockin' Review, Gretchen Bernabei)</p> <p>Strategy's Expected Result/Impact: Improve instructional practices to close academic gaps</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Emergent Bilingual achievement data lags behind peers. Root Cause: Inconsistent bilingual programming have created gaps.</p>
Student Learning
<p>Problem Statement 1: Many students have gaps in core subjects. Root Cause: Gaps were created during COVID and virtual learning and some students lack prior knowledge and life experiences.</p>
<p>Problem Statement 3: Writing rigor needs improvement with new state assessment standards. Root Cause: Lack of writing instruction and resources.</p>

Addendums



PATLAN ELEMENTARY

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus

Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF PATLAN ELEMENTARY

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Patlan Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Patlan Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Patlan Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Patlan Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Patlan Elementary has a total student population of 446 students. Of the total population of students, ethnic distributions are as follows: 4.5% African American, 76.5% Hispanic, 17.7% White, 0.2% American Indian, 0.0% Asian, 0.0% Pacific Islander and 1.1% Two or More Races. Additional identifiers of the total population include: 76.9% Economically Disadvantaged, 23.1% Non-Educationally Disadvantages, 24.7% Emergent Bilingual and English Learners, and 0.4% with discipline placements. Specific to the intent and purpose of SCE program support, 61.9% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Patlan Elementary School			Readiness Test		Not Advanced		Failed STAAR		AEP		LEP		DPRS		Homeless		Residential Placement	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
K	72	17%	31	43%	0	0%			0	0%	17	24%	1	1%	3	4%	1	1%
1	74	17%	51	69%	1	1%			0	0%	13	18%	0	0%	2	3%	0	0%
2	67	15%	33	49%	2	3%			0	0%	16	24%	2	3%	2	3%	0	0%
3	75	17%	46	61%	0	0%	0	0%	1	1%	14	19%	0	0%	2	3%	0	0%
4	63	15%			2	3%	26	41%	1	2%	19	30%	0	0%	3	5%	0	0%
5	82	19%			0	0%	39	48%	0	0%	20	24%	0	0%	1	1%	1	1%
Totals	433	100%	161	37%	5	1%	65	15%	2	0%	99	23%	3	1%	13	3%	2	0%

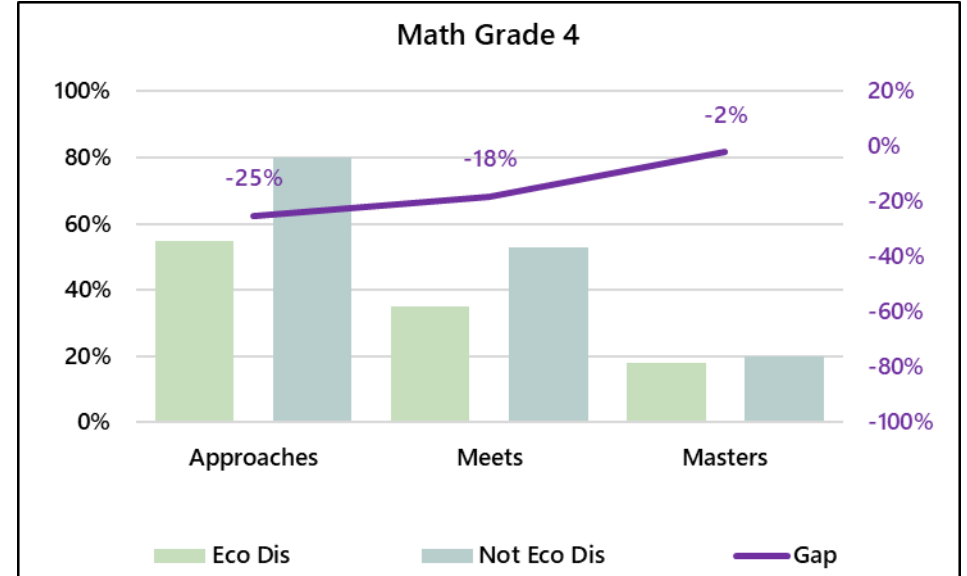
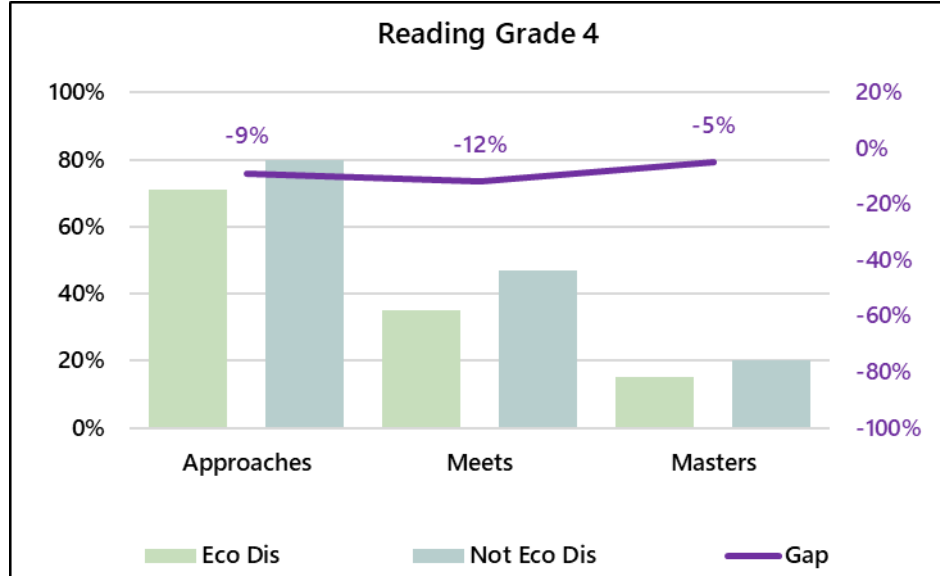
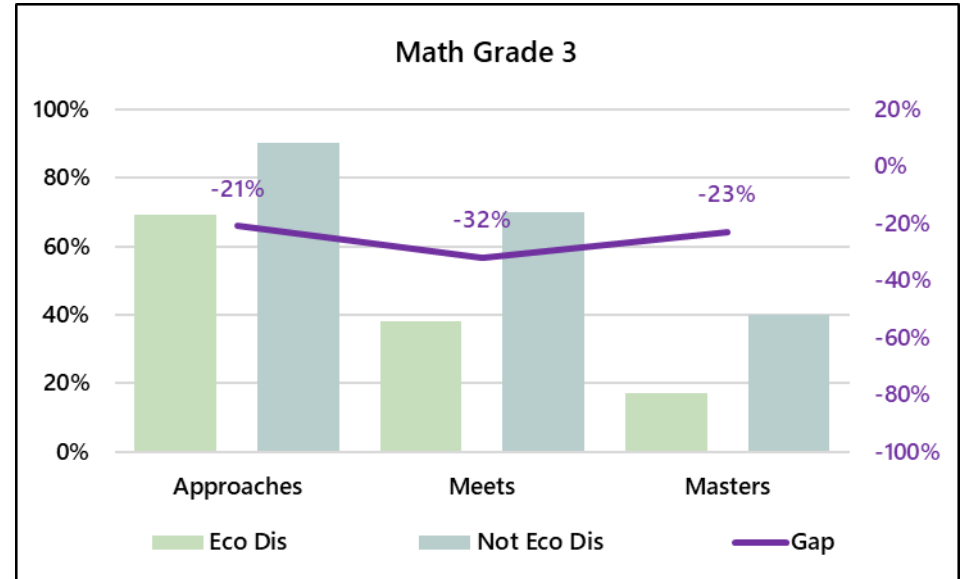
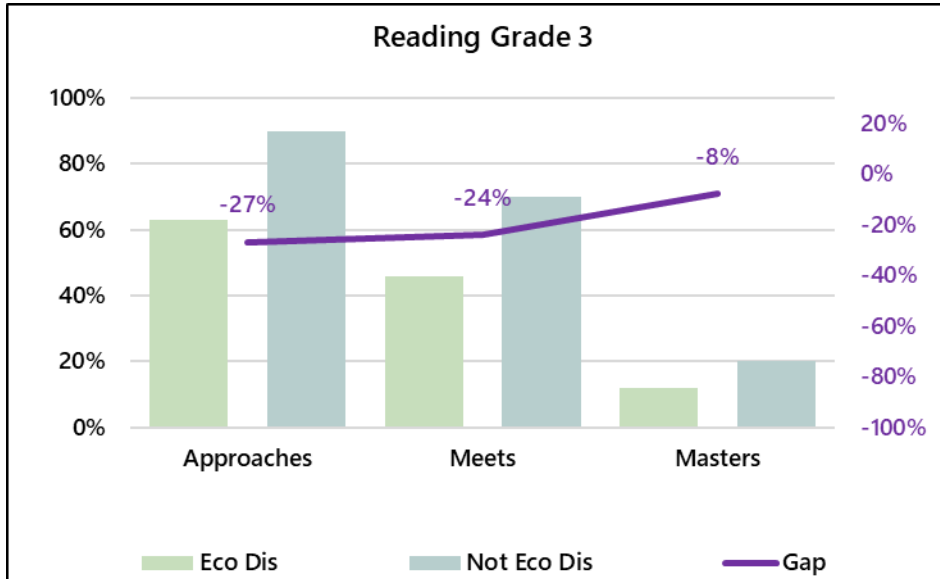
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

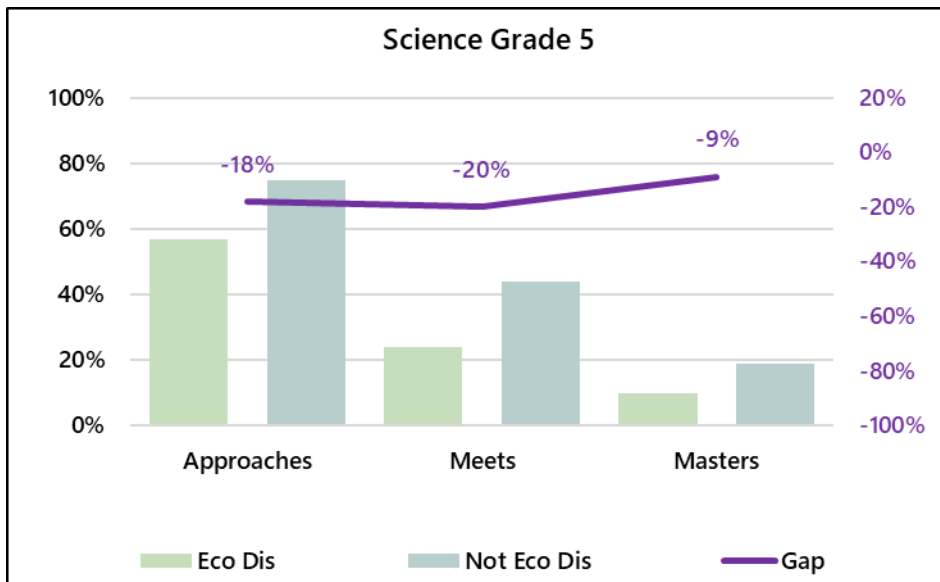
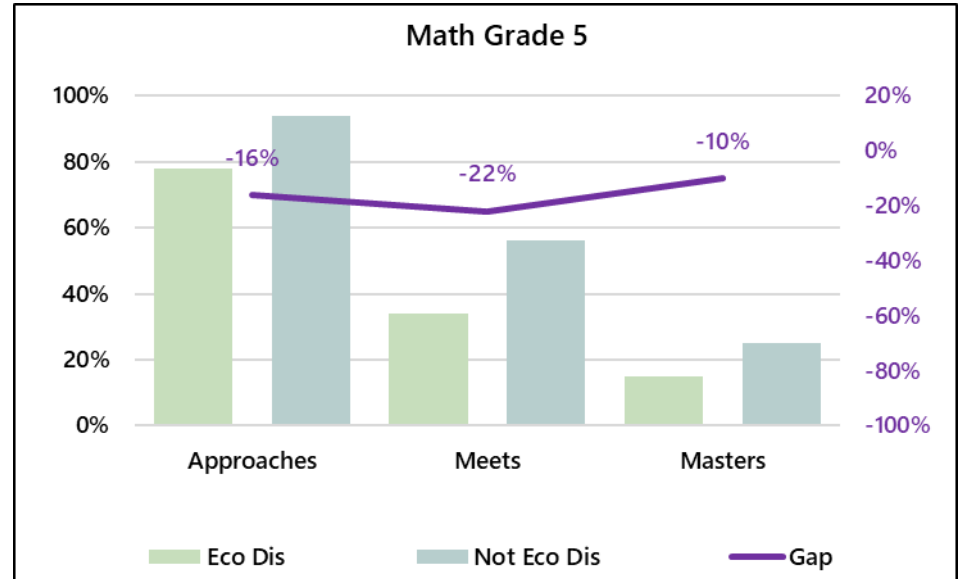
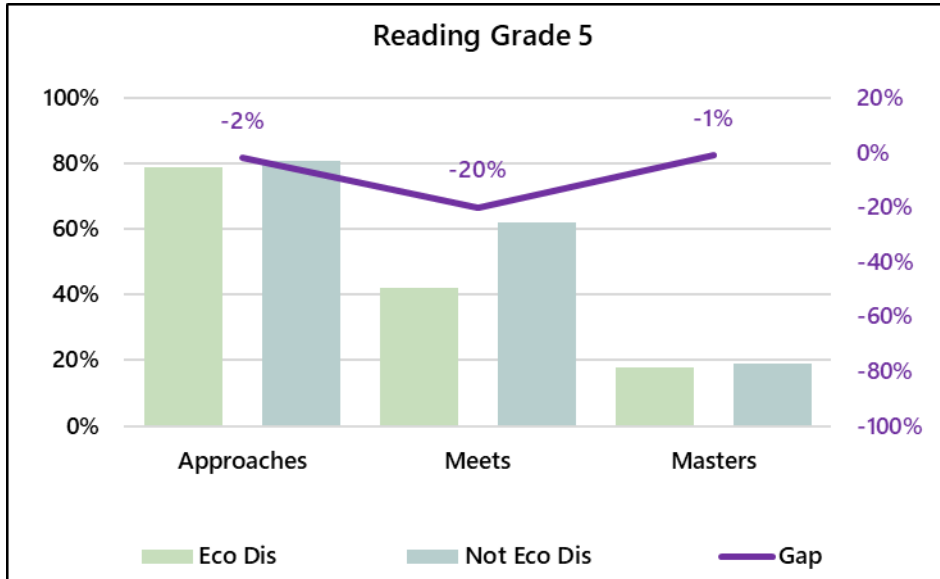
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Patlan Elementary’s accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
 - Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
 - Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
 - Are taught by a person with training in the applicable instructional materials.
 - Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
 - Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

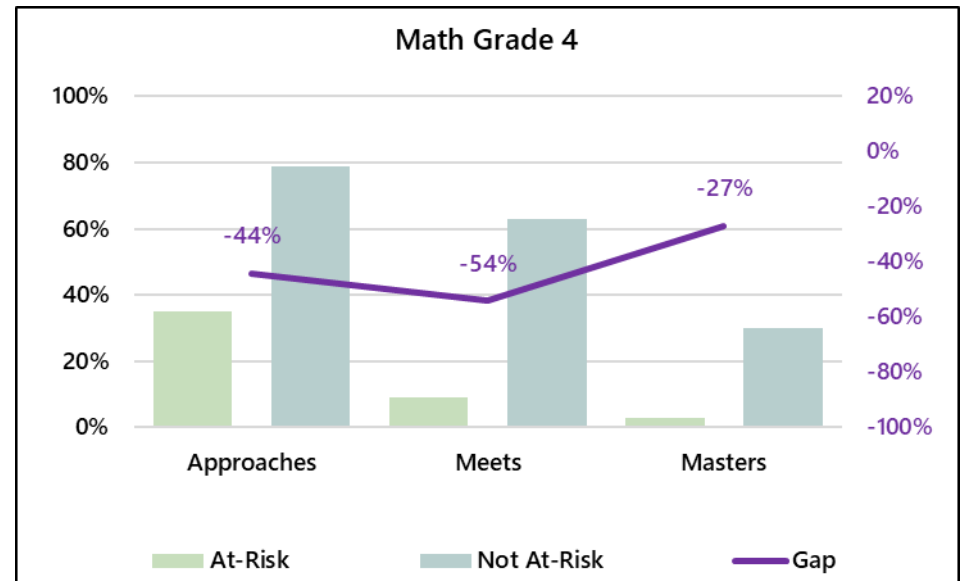
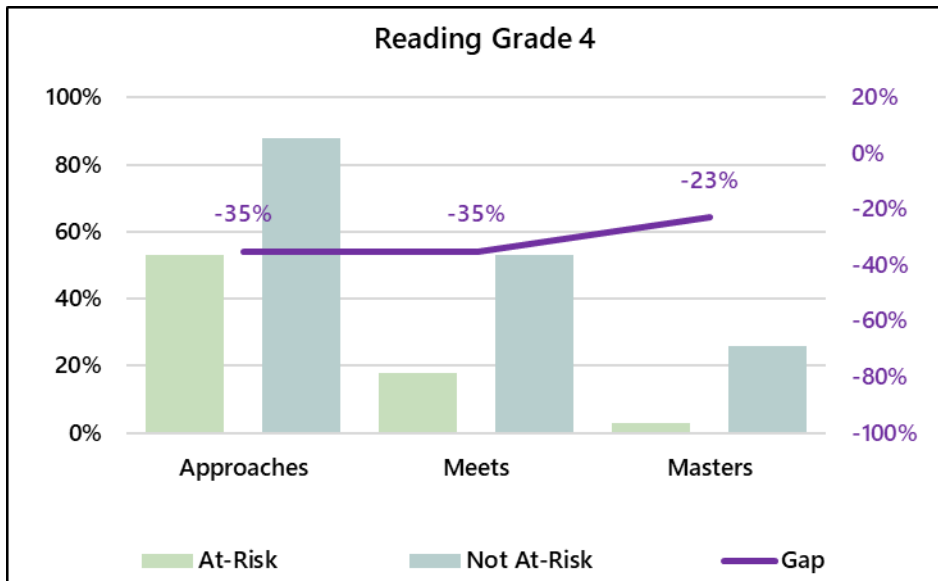
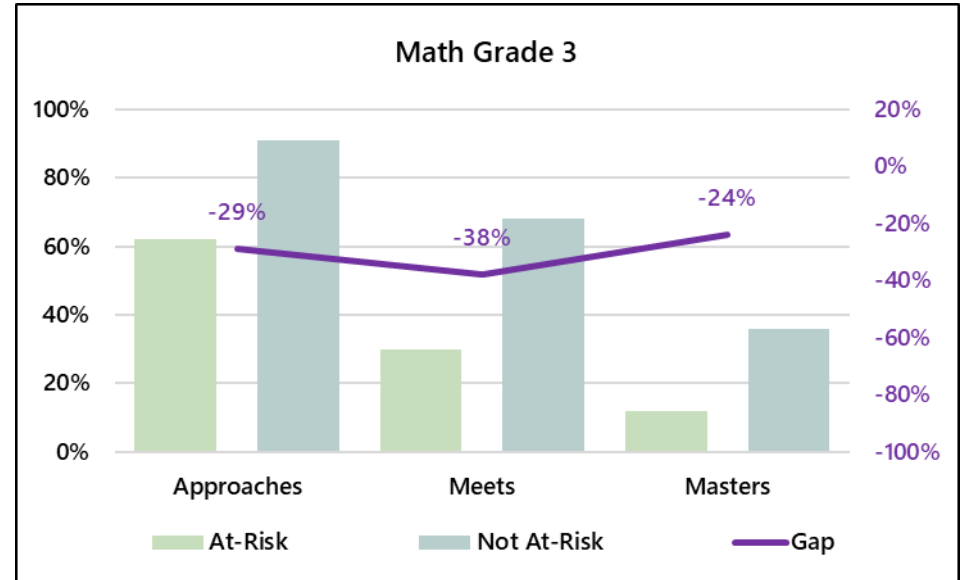
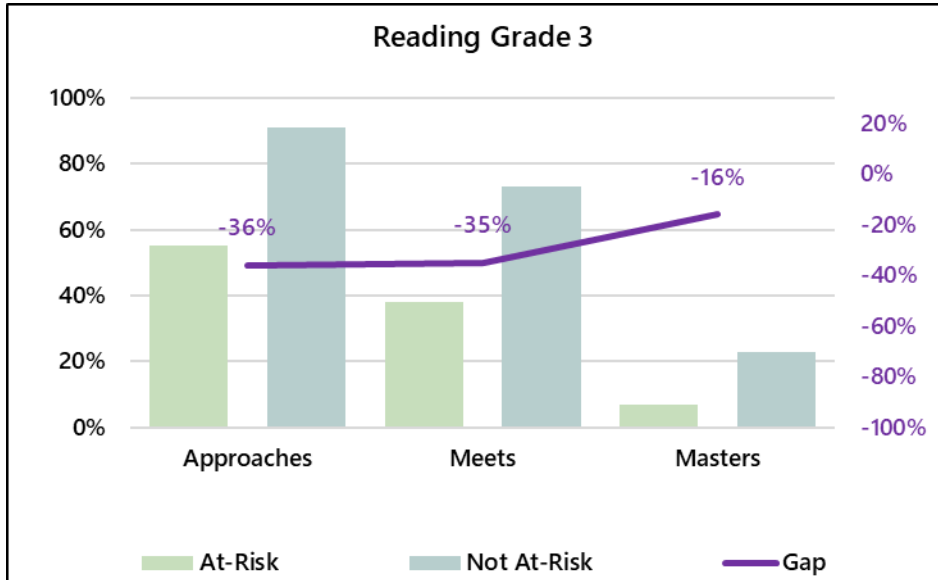
Economically disadvantaged compared to not economically disadvantaged



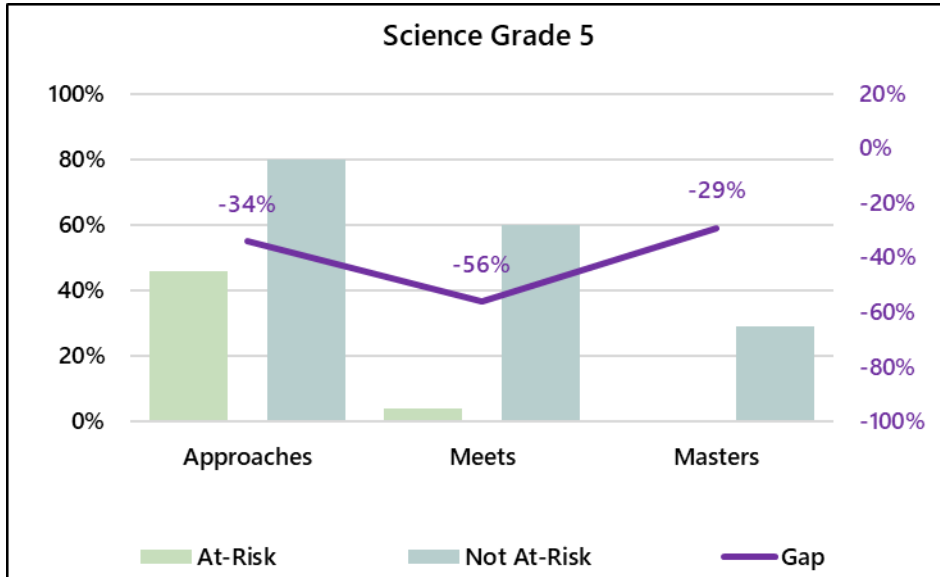
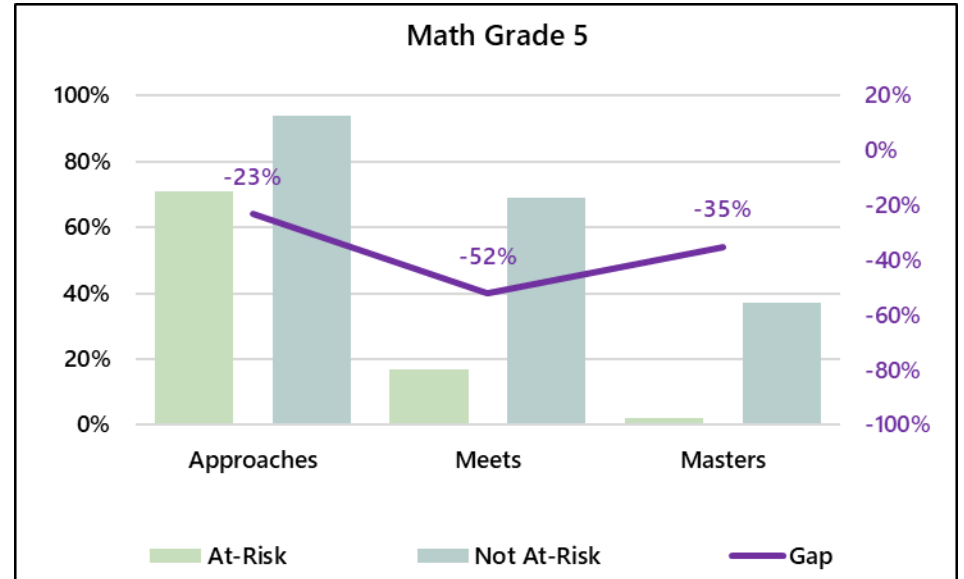
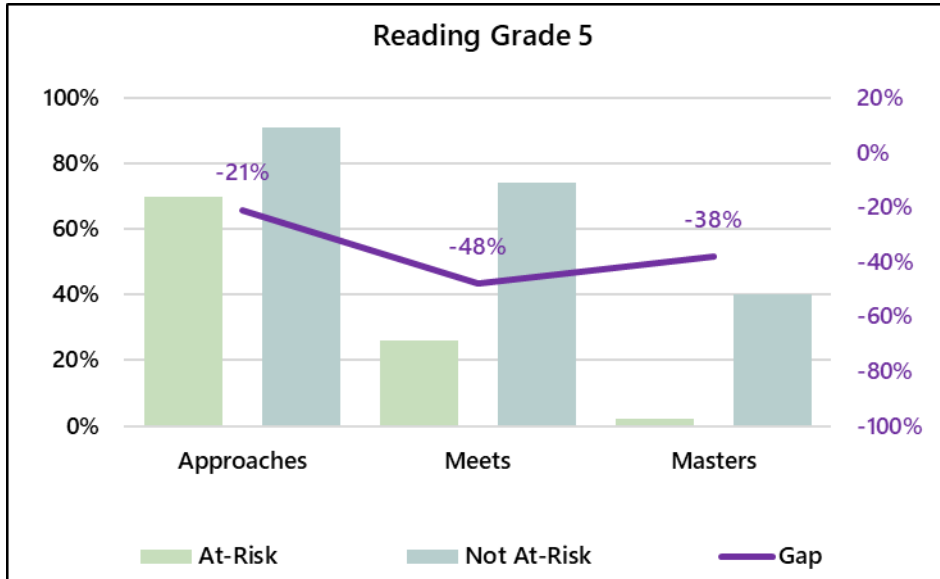
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Patlan Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) Economically Disadvantaged Compared to Not Economically Disadvantaged			
Grade Level	Reading	Math	Science
Grade 3	-24%	-32%	
Grade 4	-12%	-18%	
Grade 5	-20%	-22%	-20%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Science
Grade 3	-35%	-38%	
Grade 4	-35%	-54%	
Grade 5	-48%	-52%	-56%

SCE Programs and Services of PATLAN ELEMENTARY

Patlan Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Patlan Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Patlan Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Patlan Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Patlan Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Patlan Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Patlan Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Patlan Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.