2026 – 2027

# Campus Action Plan

Campus Name

Patterson Elementary

Principal Name

Luis Saenz

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs** | **Vision** | **Theory of Action**

## Needs related to student achievement data

**NWEA MAP:**

234/434 students (54%) met their RLA EOY Action Plan Goal; 232/395 (59%) met One Year RLA ELY MAP Growth Goal

243/564 students (43%) met their Math EOY Action Plan Goal; 256/578 (44%) met One year Math MAP Growth Goal

175/352 students (50%) met their Science EOY Action Plan Goal; 264/392 (67%) met One Year Science MAP Growth Goal

**STAAR trend Data (2021– 2025)**

3rd-5th grade students scored 61%, 79%, 77%,76%, 74%approaches, 36%,54%,45%, 46%,47% meets, and 19%, 31%,18%, 18%, 19%masters on STAAR Reading.

ECR and SCR data impacted our ELAR data showing a need for improvement 2023 data had an average of 60% of students scoring 0-2 on ECRs and an increase in 2024 to 50%.

3rd-5th grade students scored 53%, 73%, 72%, 75%, 72% approaches, 27%, 43%, 44%, 46%, 42% meets, and 13%, 21%, 18%, 18%, 21% masters on STAAR Math.

5th grade students scored 58%, 53%, 59%, 61%, 60% approaches, 18%, 24%, 30%, 24%, 24% meets, and 5%, 13%, 13%, 9%, 8% masters on STAAR Science.

**Math Subgroups:**

African-American 47% Approaches; 5.88% Meets; 0% Masters

Hispanic: 72% Approaches; 43% Meets; 21% Masters

Emergent Bilingual: 67% Approaches; 34% Meets; 15% Masters

Special Education: 63% Approaches; 28% Meets; 9% Masters

At-Risk: 71% Approaches; 40% Meets; 20% Masters

**Reading Subgroups:**

African-American: 82% Approaches; 41% Meets; 6% Masters

Hispanic: 74% Approaches; 46% Meets; 20% Masters

Emergent Bilingual: 69% Approaches; 38% Meets; 12% Masters

Special Education: 52% Approaches; 20% Meets; 2% Masters

At-Risk: 73% Approaches; 46% Meets; 19% Masters

**Science Subgroups:**

African-American: 0% Approaches/Meets/Masters

Hispanic: 60% Approaches; 23% Meets; 8% Masters

Emergent Bilingual: 47% Approaches; 9% Meets; 2% Masters

Special Education: 50% Approaches; 7% Meets; 0% Masters

At-Risk: 59% Approaches; 21% Meets; 6% Masters

**TELPAS**

1-5th grade students made 1 year of growth on TELPAS Composite at the 66% to 67% and has maintained that growth through the years not meeting the newly set standards for TELPAS of 49% and setting the standard of 51% will maintain the growth of EBs.

## Needs related to improving the quality of instruction

Need explicit phonics/SoR instruction in English and Spanish across PK to 5

Integrate consistent constructed writing opportunities in all subjects and units of inquiry.

Re-commitment to IB Program of Inquiry and dual language to increase rigor, relevance, and biliteracy development.

Targeted schedule of instructional supports for students with IEPs

Recommitment to authentic literature connections in all subjects as a literature magnet

Need consistent math problem solving process across 2 to 5

| System evaluation (philosophy, processes, implementation, capacity) |
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| • Systems for monitoring action plan indicators and actions<br>• Coherent curriculum to deliver SoR/Phonics plan for PK to 5<br>• Merging HISD District curriculum with IB Program of Inquiry and dual language<br>• Systems for intervention, small-group instruction, and progress monitoring<br>• Clear, consistent common assessment plan to maintain ongoing, real-time data |

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| KEY ACTION ONE | Key Action (Briefly state the specific goal or objective.) |
| | Monitor & Adjust **Mathematics** Student Academic Outcome Data<br>(High Quality Instruction; Instructional Model) |
| | Indicators of success (Measurable results that describe success.) |
| | • By December, 45% of math teacher monthly Spot observations conducted by Principal/Assistant Principals/Ms. Pena (Teacher Specialist) will demonstrate Math teachers scoring a full point on **monitoring and adjusting**.<br>• By the end of the 2026-2027 school year, 53% of **students with IEPs** in grades 2-5 will meet their NWEA Math Growth Projection (increase from 52% in 2025-2026).<br>• By the end of the 2026-2027 school year, 52% of **all students** in grades 2-5 will meet their NWEA Math Growth Projection (increase from 51% in 2025-2026) |
| | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) Ms. Pena is the key leader for math. |
| | • Align campus PYP Essential Elements (specified concept, conceptual understanding statement or unit's central idea, learner profile) with HISD curriculum, conducting internalization sessions during teacher pre-service and PLC.<br>• Prioritize internalization of K-5 HISD curriculum math slides, DOL, with a focus on teacher analysis from a student perspective to anticipate misconceptions, identifying key instructional strategies, backward planning, |

Spot observation indicators, and data-protocols.

- Daily coaching to ensure all teachers are using exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).
- Collaborate with teachers to create a campus wide math problem solving system that includes student reading and comprehending math problem using concrete/pictorial model, and systematic problem solving
- Daily coaching visits by the leadership team will target student engagement every 4 to 8 minutes and coherence of lesson components
- Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery should be at 80%
- Calibrate as a leadership team twice a week using Spot observation data to assess the quality of math instruction throughout the campus.
- The leadership team will calibrate using the Digital Spot form to ensure IXL and Zearn math are used daily. Teachers must have a tracker for digital components; 3 Zearn lessons per week, 30 minutes daily for IXL math.
- Campus leadership will support and monitor Acceleration Block to provide targeted mathematics interventions for Tier 2 and Tier 3 students, as well as specific sub pop groups (AA, EB, SPED). Leaders will monitor the use of DOL data, intervention groupings, student work, and progress monitoring data to ensure responsive instruction and improved mathematics achievement.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Daily use of exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).
- Weekly collaborative lesson internalization to ensure high quality lessons and full internalization of district curriculum
- Daily monitoring and weekly tracking of student IXL and Zearn participation, progress, and mastery; 3 Zearn lessons per week, 30 minutes daily for IXL math.
- Adjust curriculum slide deck to conform with the gradual release model that includes At-Bats during We Do/You Do.
- Teachers will utilize student answers to monitor/adjust the lesson in the moment.
- Participate in, or lead training on problem solving routines.
- Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery should be at 80%
- Math teachers will provide targeted mathematics interventions during Acceleration Block, using DOL data, intervention plans, student work, and

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| | progress monitoring to accelerate learning for Tier 2, and 3 students, as well as specific sub pop groups (AA, EB and SPED). |

| Key Action ONE: Staff Development |
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| **Who:** Leadership, IB Coordinator, DL Coordinator, District DL/Multilingual staff |
| **What**: Lead pre-service training on HISD math curriculum, campus-wide problem-solving routines, and components of Zearn. Lead PLC meetings on unit and lesson internalization and data analysis. Coach teachers on implementation of Spot form look-fors. |
| **When:** Pre-Service and staff development days, Weekly PLC meetings, Daily |
| **Where:** Patterson Elementary |

| Key Action ONE: Budget | | |
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| Proposed item | Description | Amount |
| Staff development | N/A | 0 |
| Materials/resources | Math instructional resources<br>Step Up to TEKS | 10,000<br>10,000 |
| Purchased services | IXL | 15,000 |
| Other | Hourly lecturer(s) to provide in-class support | 30,000 |
| | TOTAL | 65,000 |
| Funding sources: Title I, Bilingual, GT funds | | |

| KEY ACTION TWO | Key Action (Briefly state the specific goal or objective.) |
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| | Monitor & Adjust **Reading Language Arts** Student Academic Outcome Data (High Quality Instruction; Instructional Model) |
| | Indicators of success (Measurable results that describe success.) |
| | • By December, 45% of reading teacher monthly Spot observations conducted by Principal/Assistant Principals/Ms. Siddiqui (Magnet Coordinator) will demonstrate Reading teachers scoring a full point on **monitoring and adjusting**.<br>• By the end of the 2026-2027 school year, 62% of **2nd – 5th grade students** will meet their NWEA Reading Growth Projection (increase from 58% in 2025-2026).<br>• By December of the 2026-2027 school year, 45% of **Kinder - 1st grade EB and African-American students** will meet their expected growth for Dibels/Lectura. By the end of the 2026-2027 school year, 65% of **Kinder - 1st grade EB and African-American students** will meet their expected growth for Dibels/Lectura. |
| | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) Ms. Siddiqui is the key leader for ELAR |
| | • Collaborate with teachers to ensure novel studies are aligned to the IB unit of inquiry; purchase authentic literature texts and novel studies texts to align.<br>• Daily coaching to ensure all teachers are using exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).<br>• The leadership team will ensure that novel studies are included in the acceleration block on T/TH. Novel studies will connect to IB UOI, reading comprehension and writing skills (SCR/ECR).<br>• Coordinate Heggerty training for all PK to 5th grade teachers<br>• Backwards planning and analysis sessions of ECRs from 2025/2026<br>• Purchase IXL, Time for Kids, Newsela to promote and recommit to independent reading<br>• Align literacy block to HISD district curriculum and dual language components<br>• Provide opportunities for teacher collaboration with a focus on vertical and horizontal alignment discussions to align the PYP programme of inquiry, unit planners, and units of inquiry.<br>• Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery |

should be at 80%

- Create with teachers a school-wide text analysis protocol to implement and utilize with lesson internalization.
- Calibrate as a leadership team twice a week using Spot observation data to assess the quality of reading and writing instruction throughout the campus.
- Campus leadership will support and monitor Acceleration Block to provide targeted mathematics interventions for Tier 2 and Tier 3 students, as well as specific sub pop groups (AA, EB, SPED). Leaders will monitor the use of DOL data, intervention groupings, student work, and progress monitoring data to ensure responsive instruction and improved mathematics achievement.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Daily use of exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).
- Weekly collaborative lesson internalization to ensure high quality lessons and full internalization of district curriculum
- Ensure 100% of students are actively participating and engaged throughout the lesson
- Novel studies will connect to IB UOI, reading comprehension and writing skills (SCR/ECR) and are included in the acceleration block on T/TH.
- Daily monitoring and weekly tracking of student ECR participation, progress, and mastery
- Adjust curriculum slide deck to conform with the gradual release model; incorporate paired reading opportunities for students to engage with various texts.
- Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery should be at 80%

## Key Action TWO: Staff Development

**Who**: Campus instructional leadership (Leadership team, instructional leaders)

**What**:

**Inservice:** Teachers will align and internalize HISD curriculum studies with IB unit planners and programme of inquiry. Coordinate Heggerty training for all PK -1st teachers. Teachers will train in Dual Language instructional best practice. Teachers will create their daily schedule according to the NES schedule model to include Reteach (LSAE) time. After establishing the literacy block,

teachers will learn how to merge the district resources with authentic literacy practices and IB unit planners to address the outlined components and the IB scope and sequence. Communicate progress monitoring plan. ECR planning and analysis sessions based on 2025/2026 ECRs & campus school-wide system for ECR writing.

**PLC's:**Teachers will analyze the DOL and identify misconceptions during the planning phase. Teachers will practice delivering explicit reading instruction during the I-Do portion of the slide deck. Teachers will align IB unit planners to the curriculum slides where appropriate and adjust pacing

Staff Professional Development Days: Teachers will collaborate in vertical alignment sessions to minimize learning gaps and align Patterson IB program of inquiry and unit planners. Teachers will create workstations aligned to reading strands (fluency, comprehension, vocabulary in K-1.

**When**: August pre-service and ongoing through PLC's, team meetings and staff development days

**Where**: Patterson Elementary

| Key Action TWO: Budget | | |
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| Proposed item | Description | Amount |
| Staff development | Heggerty training | 10,000 |
| | IB Professional Development Services | 10,000 |
| Materials/resources | Authentic literature class sets for unit planners | 15,000 |
| Purchased services | Time for Kids magazine subscriptions | 6,000 |
| Other | Hourly lecturers for small group interventions | 40,000 |
| | TOTAL | 81,000 |

Funding sources: Title I, Bilingual, Magnet, Campus Capital, General Funds

| KEY ACTION THREE | Key Action (Briefly state the specific goal or objective.) |
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| | Monitor & Adjust **Science** Student Academic Outcome Data<br>(High Quality Instruction; Instructional Model) |
| | Indicators of success (Measurable results that describe success.) |
| | • By December, 50% of Science teacher monthly Spot observations conducted by Principal/Assistant Principals/Mr. Nicklaus (AP) will demonstrate Science teachers scoring a full point on **monitoring and adjusting**.<br>• By the end of the 2026-2027 school year, 73% of **2nd-5th grade students** will meet their NWEA Science Growth Projection (increase from 70% in 2025-2026).<br>• By the end of the 2026-2027 school year, 58% of **students with IEPs** will meet their NWEA Science Growth Projection (increase from 55% in 2025-2026). |
| | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) |
| | • Ensure mastery in SCR writing by including science TEKS in campus wide writing calendar.<br>• Align campus PYP Essential Elements (specified concept, conceptual understanding statement or unit's central idea, learner profile) with HISD curriculum, conducting internalization sessions during teacher pre-service and PLC.<br>• Daily coaching to ensure all teachers are using exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).<br>• Prioritize internalization of K-5 HISD curriculum science slides, DOL, with a focus on teacher analysis from a student perspective to anticipate misconceptions, identifying key instructional strategies, backward planning, Spot observation indicators, and data-protocols.<br>• Purchase Summit K-12 Science for grades 2 to 5<br>• Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery should be at 80%<br>• Calibrate as a leadership team once a week using Spot observation data to assess the quality of science instruction throughout the campus.<br>• Purchase science hands-on resources for IB unit planners |

| | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?) |
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| | • Integration of unit planners in weekly lesson planning<br>• Daily use of exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).<br>• PK to 4 grades Science unit planner integration in the ELA/SLA and designated science instructional time<br>• 5th grade Science unit planner instruction included in daily schedule, as well as integrations in ELA, SLA, and designated science instructional time.<br>• 5th grade science lab, daily instruction<br>• Science teachers in grades 2-5 must have a tracker for Summit K-12 science; expectation for grades 2-4 is 45 minutes each week, 60 minutes for 5th grade.<br>• Grade level alignment to meet requirements of IB Scope and Sequence and Program of Inquiry<br>• Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery should be at 80% |

| Key Action THREE: Staff Development |
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| **Who**: Leadership, IB coordinator, Ms. Farvili (science lab teacher), Mr. Barrett (self-contained teacher) |
| **What**: Inservice/Staff Development Day, Summit K-12, fifth grade teachers, Differentiation and Acceleration for G/T Students, IB program of inquiry alignment across campus, IB unit planners' alignment to HISD scope and sequence to ensure all TEKS are taught by April, PLC's, Data analysis after BOY/MOY NWEA, Summit K-12 data, formative assessments, Student groups/regrouping, instructional planning, intervention planning based on data analysis, PLC "science best practice and at-bats" sessions led by Ms. Farvili, 5E inquiry lesson model, Differentiation and Acceleration for G/T Students |
| **When**: Preservice, staff development days and weekly PLC's |
| **Where**: Patterson Elementary |

| Key Action THREE: Budget | | |
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| Proposed item | Description | Amount |

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| Staff development | IB Professional Development Services | 5,000 |
| Materials/resources | Science hands-on resources | 5,000 |
| Purchased services | Summit K-12 Science<br><br>Toddle IB instructional planning platform | 6,000<br><br>10,000 |
| Other | IB unit planner science texts | 5,000 |
| | TOTAL | 31,000 |
| Funding sources: Title I, GT, Bilingual, Magnet, Campus Capital, General Funds | | |

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| KEY ACTION FOUR | Key Action (Briefly state the specific goal or objective.) |
| | Systems will be created to support student IEPs, progress monitoring, progress report delivery and alignment to maximize student academic achievement. |
| | Indicators of success (Measurable results that describe success.) |
| | • By December, the principal, Mr. Saenz ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.<br>• By the end of the 2026-2027 academic year, the principal, Mr. Saenz ensures that 100% of IEP progress reports are delivered within 5 school days of the completed report.<br>• BOY-MOY and MOY -EOY monthly audits will show consistent documentation of accommodations, progress monitoring of students and completion of progress reports to allow for delivery of progress reports within 5 days of the completed report. |
| | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) |
| | • Professional Development: Conduct and attend training sessions with a focus on the purpose of IEPs and the alignment of student goals and accommodations to their progress. |

- Data Tracking: Develop a scheduled system of auditing to ensure timely input of student data, progress report completion, and delivery of progress reports.
- Analysis of Data: Meet with Sped Chair, Dyslexia, Administrator Overseers, and School Counselor every 6-8 weeks to review data in correlation with students' IEP goals and students' progress monitoring.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

**Compliance:**

- Identify and track SPED/504/MTSS on their classroom monster data sheet
- PLC training on SPED/504/MTSS folders/plans for your students
- Annotate in lesson plans students' accommodation/modifications
- Implement all plan components with fidelity and document implementation, document accommodations in PowerSchool for all students
- SPED/504/MTSS record and complete all progress monitoring on time
- 100% of the teachers will implement supplemental aids, content language supports, spelling assistance, and math manipulatives daily for all students that have these designated supports documented in their Sped IEPs (Individualized Education Plan), 504 Student Plans, and MTSS Student Plans daily outlined per subject accommodations expectations.
- Bi-weekly review of student progress monitoring will be conducted to ensure timely data entry as aligned to student IEPs
- A data tracking sheet will be used to track data for progress monitoring input, completion, and delivery date of progress reports

**Instruction:**

- Daily data tracking for DOL mastery
- Daily implementation of accommodations and designated supports
- Daily intervention/reteach as needed
- Daily communication with SPED Co-Teacher/SPED TAs to discuss student strengths and needs; and to coordinate reteach/intervention for mastery
- Daily usage of IXL/Zearn during campus-wide intervention
- Daily usage of sentence frames and sentence stems for constructed-response writing
- Daily usage of RACE strategy across all content areas
- Daily implementation and ongoing review of IEP goals and accommodations
- Monthly review of students' IEP goals, accommodations and data tracking to ensure goals are updated as needed and correlate with student progress

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| | • Daily implementation of IEP goals and accommodations as evidenced Powerschool in Frontline platform |

## Key Action FOUR: Staff Development

**Who**: Leadership, SPED Administrator, SPED Dept Chair, SPED Teachers and Co-Teachers

**What**:

Compliance: - Identify and track SPED/504/MTSS on their classroom monster data sheet - PLC training on SPED/504/MTSS folders/plans for your students - Annotate in lesson plans students' accommodation/modifications - Implement all plan components with fidelity and document implementation, document accommodations in PowerSchool for all students - SPED/504/MTSS record and complete all progress monitoring on time - 100% of the teachers will implement supplemental aids, content language supports, spelling assistance, and math manipulatives daily for all students that have these designated supports documented in their Sped IEPs (Individualized Education Plan), 504 Student Plans, and MTSS Student Plans daily outlined per subject accommodations expectations. - A bi-weekly review of student progress monitoring will be conducted to ensure timely data entry as aligned to student IEPs - A data tracking sheet will be used to track data for progress monitoring input, completion, and delivery date of progress reports Instruction: - Daily data tracking for DOL mastery - Daily implementation of accommodations and designated supports - Daily intervention/reteach as needed - Daily communication with SPED Co-Teacher/SPED TAs to discuss student strengths and needs; and to coordinate reteach/intervention for mastery - Daily usage of IXL/Zearn during campus-wide intervention - Daily usage of sentence frames and sentence stems for constructed-response writing - Daily usage of RACE strategy across all content areas - Daily implementation and ongoing review of IEP goals and accommodations - Monthly review of students' IEP goals, accommodations and data tracking to ensure goals are updated as needed and correlate with student progress - Daily implementation of IEP goals and accommodations as evidenced in Powerschool and Frontline platform

**Inservice:**
Accommodation/Modifications/Designated Supports/Differentiation
How to implement plans and provide services in the general education setting
How to progress monitor and document accommodations in PowerSchool
Provide teachers and staff with prescribed dates to ensure data input and progress report delivery

**PLC's:**
SPED presentations at PLC bi-weekly
Planning for SPED accommodations and designated supports
Interpreting IEP reports and instructional planning

Planning with SPED teachers and support staff monthly to review students' goals and ensure appropriateness and fidelity of monitoring

**When**: Staff development days and weekly PLC's

**Where**: Patterson Elementary

Key Action FOUR: Budget

| Proposed item | Description | Amount |
|---|---|---|
| Staff development | EP/Accommodations Training for Teachers<br><br>Afterschool Trainings for updates as needed | 0 |
| Materials/resources | SPED supplies | 2,000 |
| Purchased services | NA | |
| Other | 6 Teacher Assistants | 100,000 |
| | TOTAL | 102,000 |

Funding sources: General Funds, Magnet, Bilingual, State Comp Ed

| KEY ACTION FIVE | Key Action (Briefly state the specific goal or objective.) |
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| | Monitor & Adjust **Emergent Bilingual** Student Academic Outcome Data (High Quality Instruction; Instructional Model) |
| | Indicators of success (Measurable results that describe success.) |
| | • By December, 50% of teacher monthly Spot observations conducted by Principal/Assistant Principals will demonstrate **Dual Language** teachers scoring a full point on **monitoring and adjusting**, following criteria on Dual Language Spot form **(The teacher effectively leverages cross-linguistic connections to strengthen learning in both languages.)** |

- By the end of the 2026-2027 school year, 30% of **2nd-5th grade Emergent Bilingual students** will score Advanced or higher on TELPAS (increase from 23% in 2025-2026).
- By the end of the 2026-2027 school year, 50% of our Emergent Bilingual students will have met or exceeded their End of the Year annual growth expectation based upon MAP testing.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- LPAC Chair will ensure that all teachers have both an electronic copy and a hard copy of their Emergent Bilingual rosters by the end of the fourth week of school.
- Campus leadership will calibrate DL classes weekly, using the Multilingual DL SPOT form.
- Campus leadership will ensure implementation of Summit K-12 usage in grades 2-5 (tracker form).
- Daily coaching to ensure all teachers are using exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).
- Campus leadership will ensure implementation of TELPAS practice test skills using the online platform beginning in November.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- All teachers will know their EB students and monitor their progress across the four domains of listening, speaking, reading and writing
- Teachers in grades 2-5 must have a Summit K-12 tracker to ensure student use of platform
- Teachers will track student progress in reading and writing using DOL trackers and writing rubrics (SCR/ECR)
- Teachers will focus on the skill of writing an answer before speaking the answer (TELPAS speaking domain)
- Daily use of exemplars and scaffolds with fidelity to increase student academic achievement in all sub pop groups (AA,EB, SPED).
- Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to second teach/LSAE. DOL mastery should be at 80%

| Key Action FIVE: Staff Development |
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| **Who**: Leadership, Dual Language Coordinator, LPAC Coordinator |
| **What**: Inservice/Staff Development Day, Summit K-12, fifth grade teachers, Implementation of HISD scope and sequence, PLC's, Data analysis after BOY/MOY NWEA, Summit K-12 data, formative assessments, Student groups/regrouping, instructional planning, intervention planning based on data analysis |
| **When**: Preservice, staff development days and weekly PLC's |
| **Where**: Patterson Elementary |

| Key Action FIVE: Budget | | |
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| Proposed item | Description | Amount |
| Purchased services | Summit K-12 | 6,000 |
| | TOTAL | $6,000 |
| Funding sources: Title I, GT, Bilingual, Magnet, Campus Capital, General Funds | | |

| KEY ACTION SIX | Key Action (Briefly state the specific goal or objective.) |
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| | Monitor & Adjust to **Pre-K** Students Academic Outcome Data<br>(High Quality Instruction; Instructional Model) |
| | Indicators of success (Measurable results that describe success.) |
| | • By December, 50% of Pre-K teacher monthly Spot observations conducted by Principal/Assistant Principals/Ms. Campos (AP) will demonstrate Pre-K teachers scoring a full point on **monitoring and adjusting**. |

- By the end of the 2026-2027 school year, 75% of **Pre-K students** will demonstrate growth in Literacy CLI-Circle subtests.
- By the end of the 2026-2027 school year, 75% of **Pre-K students** will demonstrate growth in Math CLI-Circle subtests.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Coordinate Heggerty training for all Pre-K teachers and conduct coaching observations to ensure fidelity
- Collaborate with teachers to ensure Literacy and Math lessons are aligned to Early Childhood Guidelines
- Align literacy block to HISD district curriculum and dual language components
- Ensure classrooms are welcoming and promote learning - classroom layout follows Early Childhood department guidelines
- Provide opportunities for teacher collaboration with a focus on vertical and horizontal alignment discussions to align Early Childhood Standards
- Participate in Pre-K weekly planning sessions to provide support and resources; creating workstation activities aligned to CLI, math manipulatives, grade level books, tactile materials.
- Ensure Demonstrations of Learning (DOL) tracking is posted and updated, data from DOL tracker will correlate to small group instruction.
- Calibrate as a leadership team once a week using Pre-K Spot form to assess the quality of instruction and student engagement
- The leadership team will calibrate using the Digital Spot form to ensure MyMath is used daily during Math Workstations and IXL is used daily during Literacy workstations.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Weekly collaborative lesson internalization to ensure high quality lessons and full internalization of district curriculum
- Ensure 100% of students are actively participating and engaged throughout the lesson and during workstations
- Plan with grade level to create lesson and workstation activities aligned to Early Childhood Standards
- Incorporate multiple opportunities for students to demonstrate their learning; ensure Demonstrations of Learning (DOL) tracking is posted and updated.
- Collaborate with grade level members to ensure classroom environment and resources are adequate and promote learning

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| Key Action SIX: Staff Development |
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| **Who**: Leadership, Pre-K administrator, Early Childhood department |
| **What**: Lead pre-service training on HISD Early Childhood curriculum, Heggerty, and components of digital resources such as MyMath Academy and IXL. Lead PLC meetings on lesson internalization, workstation activities, and data analysis. Coach teachers on implementation of Spot form look-fors. |
| **When:** Pre-Service and staff development days, Weekly PLC meetings, Daily |
| **Where:** Patterson Elementary |

| Key Action Six: Budget | | |
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| Proposed item | Description | Amount |
| Staff development | N/A | 0 |
| Materials/resources | Heggerty<br>MyMath Academy | 0<br>0 |
| Purchased services | IXL | 15,000 |
| Other | N/A | 0 |
| | TOTAL | 15,000 |
| Funding sources: Title I, Bilingual, General Funds | | |