

Katy Independent School District

Pattison Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Hazel S. Pattison School is to provide a learning environment which offers each child, within a caring and cooperative atmosphere, the opportunity to develop individual intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community. Inherent in this mission is the belief that all students, regardless of individual differences, can learn; that schools make a difference, and that teachers who are committed to this belief provide for the most successful learning experience.

Vision

Our vision is to inspire a passion for life-long learning.

Value Statement

All students can learn.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pattison Elementary is one of 41 campuses in Katy ISD. Pattison opened its doors in 1989 and serves predominately middle class families. Pattison serves 1013 students in grades K-5. Four years ago, 825 students were served which is an increase of about 23%. With the exception of self-contained kindergarten, grades 1-5 use team teaching that is departmentalized between math/science and ELA. The student population is 48% white, 30% Asian, 14% Hispanic, 4% African-American, 3% two or more races, with a 14% economically disadvantaged population, 24.9% English Language Learners (ELL), 8.6% gifted and talented, 7.3% special education, a mobility rate of 9.9, and a 2017-2018 average daily attendance of 97.3%. Our teachers are 100% highly qualified. Pattison Elementary places a high priority in employing and maintaining a high-quality, talented staff. Pattison Elementary has 6 classroom teachers new to Pattison for the 2018-2019 school year, and a strong mentoring and support process is in place for the new employees.

Demographics Strengths

1. Families move into the area to attend our school.
2. Parents are supportive and value education.
3. New teachers report that the campus mentoring and support process to help them is effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment data indicates that the percentage of students identified as ELL has increased. **Root Cause:** The root cause is new housing units.

Problem Statement 2: Enrollment data indicates that the percentage of students identified as at-risk has increased. **Root Cause:** The root cause is new housing units.

Student Academic Achievement

Student Academic Achievement Summary

A comparison of STAAR score percentiles at the All Students Approaches Grade Level Standard (passing) shows Pattison's overall strong scores have improved slightly.

ALL GRADE LEVELS		
Approaches GL	2017	2018
READING	97	98
MATH	99	100
WRITING	86	88
SCIENCE	95	97

The following chart shows the All Students % Approaches Grade Level Standard (passing) compared to the district. All ethnic subgroups scored well with little variation in passing scores:

ALL GRADE LEVELS		
Approaches GL	Campus	District
READING	98	90
MATH	100	92
WRITING	88	79
SCIENCE	97	82

The 2018 STAAR scores include the performance levels of Masters Grade Level Standard or Above, Meets Grade Level Standard, Approaches Grade Level Standard and Did Not Meet Grade Level Standard. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade but may still need some short-term targeted academic intervention. The Masters category indicates that students

have a strong understanding of the subject material and are well prepared for success in the next grade.

A comparison of the campus STAAR score percentiles at each grade level and subject for the Masters Grade Level Standard or Above shows increases in the math and science scores and a decrease in writing.

Masters Grade Level Standard or Above		
	2017	2018
Gr. 3 Rdg	59	61
Gr. 3 Math	53	56
Gr.4 Rdg	55	53
Gr. 4 Math	72	74
Gr. 4 Writing	29	20
Gr. 5 Rdg	56	51
Gr. 5 Math	59	70
Gr. 5 Science	39	43

All schools in Texas must meet standards set in 3 state accountability domains. For the 2017-2018 school year, Pattison Elementary met standards in all domains.

Domain 1 - Student Achievement. Pattison Elementary Score: 95

Domain 2 - School Progress. Pattison Elementary Score: 91

Domain 3 - Closing the Gaps. Pattison Elementary Score: 100

Pattison Elementary received a 2018 Texas Accountability Met Standard rating. The campus also earned four Distinctions Designations:

- Academic Achievement in Mathematics

-Top 25 Percent: Comparative Academic Growth

- Top 25 Percent: Comparative Closing the Gaps

- Postsecondary Readiness

A comparison of the campus and district Masters Grade Level Standard or Above shows higher campus achievement in reading, math, and science while slightly lower in writing.

Masters Grade Level Standard or Above		
	Campus	District
READING	55	40
MATH	68	41
WRITING	20	21
SCIENCE	43	32

An analysis of the STAAR scores by grade level and each student group shows that in the Approaches Grade Level Standard (passing) in reading and writing for the different student subgroups was consistently strong including our LEP (Limited English Population), Special Ed., Economically Disadvantaged, and At-Risk student groups.

However in Meets Grade Level Standard these subgroups' percentiles were lower when compared with our All Students group.

Meets Grade Level Standard					
or Above	ALL	LEP	SP ED	At-Risk	ECD
3rd Reading	82	65	55	69	72
4th Reading	81	55	63	56	67
4th Writing	63	40	51	42	48
5th Reading	80	34	41	51	81

Both our math and science STAAR Approaches Grade Level/Passing and Masters Grade Level and Above scores increased:

- All Math - 100% Approaches Grade Level/passing and 68% Masters Grade Level and Above in 2018 (99% and 61% in 2017)

- 5th Science - 97% Approaches Grade Level/passing and 44% Masters Grade Level and Above in 2018 (95% and 39% in 2017)

- 100% of Gifted/Talented students scored Approaches Grade Standard in all subjects while Meets Grade Level Standard was 98% reading and 98% in math; Masters Grade Level Standard was 90% reading and 95% math.

Pattison Elementary met all of the State and Federal System Safeguards.

Student Academic Achievement Strengths

Pattison Elementary is proud of many different student achievement strengths including:

-Top 25% Comparative Academic Growth

-Top 25% Closing the Gaps

- Academic Achievement in Mathematics

- In Domain 1 (Student Achievement) Approaches Grade Level Standard and Above: Math 100%, Reading 98%, Writing 88% and Science 97%

- In Domain 2 (STAAR progress) our ELL (current & monitored) subgroup showed an Academic Growth Score of 93 in math and 82 in ELA/reading

- In Domain 2 (STAAR progress) our SPED subgroup showed an Academic Growth Score of 92 in math and 86 in ELA/reading

- In Domain 2 (STAAR progress) our 5th grade math showed 89% Made Progress compared to the district 79% and our 4th grade math showed 85 % Made Progress compared to the district 65 %.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR data show that the 4th grade writing Masters Grade Level Standards and Above need to improve. **Root Cause:** The root causes are the need for more practice with expository writing in all grade levels and additional professional development in the writing workshop strategies.

Problem Statement 2: 2018 STAAR data show that 4th and 5th grade Masters Grade Level Standards and Above in ELA/Reading need to improve in Domain 1 and Domain 2. **Root Cause:** The root cause is need for more targeted instruction, structured writing and reading workshop techniques, vocabulary development, and additional profession development.

Problem Statement 3: 2018 STAAR data show that the English Language Learner, At-Risk, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading and writing. **Root Cause:** The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for ELL, ECD, At-Risk, and special education students.

Problem Statement 4: 2018 STAAR data show need to improve the Masters Grade Level Standard or Above and student academic growth **Root Cause:** The root cause is need for increased individual data analysis of student performance

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Pattison Elementary is guided by the TEKS resource system scope and sequence, the District Cornerstones of collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution, and the district goals. All teachers meet with the content instructional coach in weekly grade level content-specific PLCs to guide planning for instruction. Most teachers teach two content areas, i.e., math/science so they will attend two PLCs a week, one for each content area. Teachers preplan before the meeting and share activities to develop the next week and next unit lesson plans. The instructional coaches embed best practice instructional strategies within the PLC time. In addition content vertical teams across grade levels meet monthly with the instructional coaches for campus and district focus activities and strategies. Long-range planning occurs during Super Planning time every nine weeks.

Assessment plays a major role in decision-making with student learning and takes on many different forms. Kindergarten through second grade focus on Fountas and Pinnell Assessment, DreamBox, iStation, and campus based common assessments. Third through fifth grade focus on STAAR, iStation, ISIP, DreamBox, and campus based common assessments. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. All major tests during a grading period in the content areas of reading, math, science, and social studies every grade level are vetted and refined through the instructional coaches and are developed prior to actual instruction. This promotes the philosophy of beginning with the end in mind. Campus based assessments can focus on the district's goals for developing balanced assessment. Days that content level tests are given are coordinated within the grade level.

The weekly grade level content PLCs in conjunction with the instructional coaches are used to analyze data trends as well as target specific student needs. The RtI committee meets twice a month and additionally on an as-needed basis. Data from campus based assessments, classroom performance, and Tier 1 strategies are utilized. Tier 2 tutoring is done during school hours.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan. The campus advisory team approves the campus professional development.

Pattison Elementary has a reputation of success, of academic excellence, and of a safe and positive environment. The emphasis is on protecting instructional time so that best practice, high quality instruction can happen. Student learning is the focus of planning for instruction. The master schedule allows effective use of support personnel during each grade level's ELT (Extended Learning Time) and time for PLCs. It is also constructed to allow large continuous blocks of instructional time for reading and math to avoid chopiness.

Pattison Elementary has access to a wide range of technology. Every classroom teacher has wireless connectivity, either a SMART Panel or a SMART Board, document camera, teacher computer, and 5 iPads. There is a computer lab of 30 computers. The library has 8 computer stations and 10 iPads. Both research and instructional apps are available to students. The Classroom Technology Designer helps the campus in implementing technology for instructional use.

Pattison Elementary places a high priority in employing and maintaining a high-quality, talented staff. Due in part to our rapid student growth over the past four years, Pattison Elementary gained 6 new-to-Pattison classroom teachers for the 2018-2019 school year. All of these new to Pattison teachers are supported by a lead mentor teacher, a buddy teacher, a team leader, a content instructional coach and the administrative team. In addition monthly new teachers' meetings with a variety of agenda topics are held. All teachers have opportunities to grow through targeted professional development on and off campus.

School Processes & Programs Strengths

- A strong RtI process
- Grade level specific content PLC planning
- Use of assessment data to drive instruction
- Teachers accommodate the individual needs of a variety of students.
- The master schedule maximizes time on instruction and allows for ELT.
- All classrooms are fully equipped with a variety of current technology.
- I-pad or Chromebook stations in grade level pod areas.
- All classrooms have designated technology areas.
- A computer labs is available for students with additional computers in the library.
- Teachers increasingly use software and apps for parent communication and student instruction.
- Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need to be more effective in developing campus based common assessments and using the information in Aware to improve the assessments. **Root Cause:** Teachers need training in how to recognize and create quality assessment items.

Problem Statement 2: The formative assessment process needs to be more intentional and incorporated in planning. **Root Cause:** Teachers need a wide

variety of strategies to assess formative learning and training in how to evaluate the results.

Problem Statement 3: Teachers need to better differentiate instruction and homework for varying student needs. **Root Cause:** Teachers need training and how to plan for differentiated homework during PLCs.

Perceptions

Perceptions Summary

Pattison strives to create a family-friendly school environment. We make sure our routines are consistent, including sending our Take-Home Tuesday folders every week. Every grade level has a Weebly that is updated each week. Pattison has an active and supportive PTA and a large volunteer base. Students learn best in an environment where differences are valued, and students have opportunities to learn and grow. The entire campus utilizes a proactive and positive behavior support system using Champs, a positive approach to classroom and school management. Appropriate behaviors are expected and rewarded with a variety of incentives including green Champ tickets. Community Circles occur in all classrooms during a designated time. This year the Pattison theme is "Pattison Building the Next Legacy!" All students are encouraged to do their best and "Build the Next Legacy."

Perceptions Strengths

- Father-Daughter Dance, Mother-Son Game Night, International Night
- Pattison Fun Run - Pattison community; WATCH D.O.G.S. program - Dads of great students in school
- Read, Deed Run program - 4th and 5th graders
- Junior Achievement and Career Days with parent volunteers
- First Day Student Orientations - Conducted at every grade level by the administrative leadership team to promote a positive school culture
- Strong and timely RtI (Response to Intervention) program for academics and behaviors

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to build classroom communities to decrease off-task behaviors. **Root Cause:** Increase in student population and class sections.

Problem Statement 2: There is a desire among parents for training in parenting strategies and spending quality time with their child. **Root Cause:** The root cause is not completely defined.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals

Revised/Approved: July 24, 2017

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Increase the number of students who Master Grade Level Standard or Above by 3% and who Met or Exceeded Progress by 3% in all subjects.

Evaluation Data Source(s) 1: 2019 STAAR scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Analyze STAAR writing data for the prompt, revising, and editing sections during PLCs in 3rd and 4th grade. Target the editing and revising objective sections for more intentional student instruction and work on developing expository skills with students.	Language Arts IC Language Arts 3rd/4th grade teachers	Improved CBA scores Improved STAAR scores				
Problem Statements: Student Academic Achievement 1, 2						
2) Become a designated Project School in the Columbia University Teachers College program which will customize the integration of reading and writing workshop based on campus data and needs. Customized staff development provided on-site by Teachers College.	Principal Assistant Principals Teachers College Staff LA Instructional Coach Language Arts Teachers	Increased STAAR writing and reading scores.				
Problem Statements: Student Academic Achievement 1, 2, 4 Funding Sources: 199 - General Fund PTA Donation - 13225.00, 199 - General Fund - 6000.00, 461 - Campus Activity Fund - 7000.00						
3) Implement Lucy Caukins' Phonics: Units of Study in grades K-2 with kits during readers' and writers' workshop. Professional development given through trainer of trainer model by the language arts instructional coach.	Language Arts Instructional Coach K-2 Language Arts Teachers	Increased end-of-year Fountas and Pinnell levels Increased CBA scores				
Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - General Fund PTA Donation - 4888.00						

4) Implement DreamBox personalized adaptive learning platform in math concepts and numeracy in K-5 in class and at home. Track growth of individual students.	Math Instructional Coach	Increase in math DLAs, CBAs, and fluency scores. STAAR scores				
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 3					

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 1: 2018 STAAR data show that the 4th grade writing Masters Grade Level Standards and Above need to improve. Root Cause 1: The root causes are the need for more practice with expository writing in all grade levels and additional professional development in the writing workshop strategies.
Problem Statement 2: 2018 STAAR data show that 4th and 5th grade Masters Grade Level Standards and Above in ELA/Reading need to improve in Domain 1 and Domain 2. Root Cause 2: The root cause is need for more targeted instruction, structured writing and reading workshop techniques, vocabulary development, and additional profession development.
Problem Statement 3: 2018 STAAR data show that the English Language Learner, At-Risk, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading and writing. Root Cause 3: The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for ELL, ECD, At-Risk, and special education students.
Problem Statement 4: 2018 STAAR data show need to improve the Masters Grade Level Standard or Above and student academic growth Root Cause 4: The root cause is need for increased individual data analysis of student performance
School Processes & Programs
Problem Statement 3: Teachers need to better differentiate instruction and homework for varying student needs. Root Cause 3: Teachers need training and how to plan for differentiated homework during PLCs.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase STAAR reading and writing Meets Grade Level Standard or Above for the ELL, At-Risk, ECD, and SPED subgroups by 3%.

Evaluation Data Source(s) 2: 2019 STAAR reading and writing Meets Grade Level Standard or Above scores

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Attend Dr. Julie Jackson's Advanced Interactive Word Wall and Sentence Writing Workshop and then implement strategies in language arts classrooms.	Instructional Coaches K-5 Language Arts Teachers SPED and Support Teachers Administrative Team	Improved deep conceptual understanding of content vocabulary and key concept ideas. Increased performance on CBAs and STAAR.				
Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 199 - General Fund Other Donation - 2500.00						
2) Provide math and reading interventions for at-risk students that are supported by state comp. ed funding for an academic reading support teacher and an academic math support teacher.	District Office of Interventions Reading AST Math AST	Student Data Summary Sheets STAAR scores				
Problem Statements: Demographics 2 - Student Academic Achievement 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Enrollment data indicates that the percentage of students identified as at-risk has increased. Root Cause 2: The root cause is new housing units.
Student Academic Achievement
Problem Statement 1: 2018 STAAR data show that the 4th grade writing Masters Grade Level Standards and Above need to improve. Root Cause 1: The root causes are the need for more practice with expository writing in all grade levels and additional professional development in the writing workshop strategies.


Problem Statement 3: 2018 STAAR data show that the English Language Learner, At-Risk, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading and writing. **Root Cause 3:** The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for ELL, ECD, At-Risk, and special education students.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Increase the effectiveness of Extended Learning Time (ELT) in the master schedule by having targeted small group instruction 90% of the time.

Evaluation Data Source(s) 3: Coordinated grade level plans for ELT
2019 STAAR scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Reinforce the structures and strategies for ELT so that targeted instruction using DLA and summative assessment data is continually being implemented by grade level and support teachers in an efficient, effective manner with the goal of moving students to the Masters Grade Level Standard and Above in all subject areas.	Grade Level Teachers Academic Support Teachers ESOL Teachers Administrative Team	Targeted student group rosters and coordinated grade level plans for individual teachers. Increased performance on both the Meet Grade Level Standard and the Masters Grade Level Standard or Above .				
Problem Statements: Student Academic Achievement 3, 4						
						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: 2018 STAAR data show that the English Language Learner, At-Risk, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading and writing. Root Cause 3: The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for ELL, ECD, At-Risk, and special education students.
Problem Statement 4: 2018 STAAR data show need to improve the Masters Grade Level Standard or Above and student academic growth Root Cause 4: The root cause is need for increased individual data analysis of student performance

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Increase the effectiveness of campus-based assessments (CBA) and formative assessments by having 100% of content area teachers involved in the development, implementation, and evaluation of them.

Evaluation Data Source(s) 1: AWARE CBA and student data, grade level content PLCs, Lesson plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Design and create CBAs before unit instruction begins and evaluate their effectiveness by using item analysis in AWARE to make improvements during grade-level, content-specific PLC with the guidance and approval of the instructional coaches.	Instructional Coaches, Grade Level Content Teachers	Improved classroom instruction and student growth. Increase in CBA scores.				
Problem Statements: School Processes & Programs 1, 2						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers need to be more effective in developing campus based common assessments and using the information in Aware to improve the assessments. Root Cause 1: Teachers need training in how to recognize and create quality assessment items.
Problem Statement 2: The formative assessment process needs to be more intentional and incorporated in planning. Root Cause 2: Teachers need a wide variety of strategies to assess formative learning and training in how to evaluate the results.

Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Increase the utilization of technology within student learning by 100% of content area teachers.

Evaluation Data Source(s) 1: Lesson Plans, PLCs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Implement Chromebook usage by students in grades 4-5 and SPED and in 2-5 grade use SmartPanels with an emphasis on student interactive lessons. Training conducted by classroom technology designer.	Classroom Technology Designer Classroom Teachers Instructional Coaches	Increased accessibility of technology for students. Increased opportunities for interactive lessons.				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 3						
2) Receive professional development on utilizing Nearpod during instruction for student interactive lessons.	Classroom Technology Designer Classroom Teachers Instructional coaches	Increased opportunities for student engagement and personalized learning.				
Problem Statements: School Processes & Programs 3						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: 2018 STAAR data show need to improve the Masters Grade Level Standard or Above and student academic growth Root Cause 4: The root cause is need for increased individual data analysis of student performance
School Processes & Programs
Problem Statement 3: Teachers need to better differentiate instruction and homework for varying student needs. Root Cause 3: Teachers need training and how to plan for differentiated homework during PLCs.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Increase support for and growth of new and existing staff members.

Evaluation Data Source(s) 1: Professional Development Goals, Staff Retention Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Conduct Teachers Observing Teachers (TOT) program where teachers go into another classroom to observe a lesson, then meet and debrief with that classroom teacher. This allows teachers to see best practices and broaden their teaching strategies and skill set.	Assistant Principal, Instructional Coaches, Classroom Teachers	Improved staff collegiality. Increase professional growth.				
	Problem Statements: Demographics 1 - Student Academic Achievement 4					
2) Support and monitor teachers with their SLO (student learning objective) in T-TESS, checkpoints and PLCs.	Administrative Team	Increased student and teacher growth on learning objective. STAAR scores				
	Problem Statements: School Processes & Programs 3					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment data indicates that the percentage of students identified as ELL has increased. Root Cause 1: The root cause is new housing units.
Student Academic Achievement
Problem Statement 4: 2018 STAAR data show need to improve the Masters Grade Level Standard or Above and student academic growth Root Cause 4: The root cause is need for increased individual data analysis of student performance
School Processes & Programs
Problem Statement 3: Teachers need to better differentiate instruction and homework for varying student needs. Root Cause 3: Teachers need training and how to plan for differentiated homework during PLCs.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Conduct Community Circles in all grade level classrooms to decrease off task behaviors and discipline referrals during the school day by 5%.

Evaluation Data Source(s) 1: Decrease in student discipline referrals by 5%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize designated daily time in the master schedule to conduct Community Circles in every homeroom.	Classroom Teachers, Counselor	Build relationships with students, develop trust with peers, and set a positive tone for the day with the goal of decreasing time managing behavior and increasing instructional time.				
Problem Statements: Perceptions 1						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to build classroom communities to decrease off-task behaviors. Root Cause 1: Increase in student population and class sections.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Utilize the school-wide CHAMPS/PBIS positive discipline program to decrease discipline referrals by 5%

Evaluation Data Source(s) 2: Decrease in student discipline referrals

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Refine some PBIS activities and CHAMPS so that staff use the techniques consistently throughout the school and classroom for positive incentives such as green tickets in classroom management.	Administrative Team Team Leaders Classroom Teachers	Decrease in behavior referrals Increase in positive incentives given				
Problem Statements: Perceptions 1						
2) Provide guidance lessons to all grade levels that will address bullying and friendship issues.	Counselor Classroom Teachers	Decrease in behavior referrals				
Problem Statements: Perceptions 1						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is a need to build classroom communities to decrease off-task behaviors. Root Cause 1: Increase in student population and class sections.

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Increase volunteer participation and attendance at parent/community events by 3%.

Evaluation Data Source(s) 1: Volunteer hours recorded, activity registration

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Conduct Love and Logic evening trainings for parents.	Counselor, Assistant Principal	Parent attendance at evening trainings.				
Problem Statements: Perceptions 2						
2) Conduct International Night, Mother/Son Game Night, Father/Daughter Dance, and Fun Run.	Administrative Team, Classroom Teachers	Increased parent interest and student engagement				
Problem Statements: Perceptions 2						
3) Promote parent and volunteer participation through classroom webblies, principal coffees, PTA website, parent orientations for grade levels and library.	Administrative Team, Classroom Teachers	Increased parent participation in collaborating with school.				
Problem Statements: Perceptions 2						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a desire among parents for training in parenting strategies and spending quality time with their child. Root Cause 2: The root cause is not completely defined.

State Compensatory

Personnel for Pattison Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katharine Rudnick	Teacher	Academic Support	1
Stacie Chmielewski	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Debra Barker	Principal
Administrator	Kallie Roman	Assistant Principal
Administrator	Connie Schlottmann	Assistant Principal
Classroom Teacher	Beth Andersen	Teacher
Classroom Teacher	Mary Poole	Teacher
Classroom Teacher	Laura Sanders	Teacher
Classroom Teacher	Lyn Bowden	Teacher
Classroom Teacher	Stephanie Rundell	Teacher
Classroom Teacher	Alice Cardner	Librarian
Parent	Michelle Plamondon	Parent
Parent	Ann Graesser	Parent
Parent	Aqsa Saif	Parent
Parent	Marie Tsakiris	Parent
Parent	Nora O'Keefe	Parent
Community Representative	Amos Benning	Community Member
Community Representative	Stacy Lombardi	Community Member
Business Representative	Amy Lehr	Business Representative
District-level Professional	Karen Lewis	Coordinator Professional Learning
Parent	Tiffani Harrington	Parent
Parent	Diana Sisemore	Parent
Business Representative	Dianne Roark	Business Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Project School program and staff development from Teachers College		\$6,000.00
Sub-Total					\$6,000.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Project School program and staff development from Teachers College		\$13,225.00
1	1	3	Phonics: Units of Study kits		\$4,888.00
Sub-Total					\$18,113.00
199 - General Fund Other Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Julie Jackson Workshop		\$2,500.00
Sub-Total					\$2,500.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Project School program and staff development from Teachers College		\$7,000.00
Sub-Total					\$7,000.00
Grand Total					\$33,613.00

Addendums

Pattison CIP Development and CAT Meeting Dates	
Timeline	Development
August 1, 2018	Development CNA & CPO Targets
September 27, 2018	CAT meeting
October 11, 2018	Review CIP with staff
December 6, 2018	CAT meeting
March 7, 2019	CAT meeting
May 7, 2019	CAT meeting