Katy Independent School District

Pattison Elementary

2023-2024 Campus Improvement Plan

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.

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Demographics

Demographics Summary

Pattison Elementary is one of 46 elementary campuses in Katy ISD. Pattison opened its doors in 1989 and serves predominately middle class families. Pattison serves 1300 students in grades K-5. Three years ago, 1,094 students were served. With the exception of self-contained kindergarten and first grade, grades 2-5 use team teaching that is departmentalized between math/science and ELA. The student population is 47% white, 26 % Asian, 14 % Hispanic, 9% African-American, 4% two or more races, with a 19.9 % economically disadvantaged population, 25.3 % English Language Learners (ELL), 7.8% gifted/talented, 10.6 % special education, a mobility rate of 14.2% and a 2020-2021 average daily attendance of 98.5%. Our teachers are 100% highly qualified. Pattison Elementary places a high priority in employing and maintaining a high-quality, talented staff. Due to the increase in enrollment, Pattison had several academic growth positions added for the 2023-24 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-to-Pattison teachers report that the campus mentoring and processes to support them are effective.

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

The 2023 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.

The following chart shows **the highest standard, Masters Grade Level Standard or Above %,** for 2023 for our campus, the district, and the state.

Masters Grade Level Standard or Above	Campus	District	State
	2023	2023	2023
Gr. 3 Math	52	30	19
Gr. 3 Rdg	63	32	19
Gr. 4 Math	55	34	22
Gr. 4 Rdg	50	35	21
Gr. 5 Math	58	35	21
Gr. 5 Rdg	66	44	29
Gr. 5 Science	50	27	15

All schools in Texas must be rated according to standards set in 3 state accountability domains and an overall rating. **For the 2021-2022 school year, Pattison Elementary received a rating of A in all domains.**

Below are the Ratings for 2022

Domain 1 - Student Achievement. Pattison Elementary Scaled Score: 96.   Rating: A

Domain 2 - School Progress. Pattison Elementary Scaled Score: 93. Rating: A

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

Overall Accountability Rating. Pattison Elementary Scaled Score: 97. Rating: A

Pattison Elementary received a 2022 Texas Accountability overall rating of A.

The campus also earned five **Distinctions Designations:**

- Academic Achievement in English Language Arts/Reading

- Academic Achievement in Mathematics

- Academic Achievement in Science

 - Top 25 Percent: Comparative Closing the Gaps

 - Postsecondary Readiness

An analysis of the 2023 STAAR scores by grade level and each student group shows that in the **Approaches Grade Level Standard (passing)** in reading for the different student subgroups was consistently strong including our LEP (Limited English Population), Special Ed., and Economically Disadvantaged (ECD) student groups.

However in **Meets Grade Level Standard** these subgroups' percentiles were lower when compared with our All Students group, as were the subpopulations of AA and Hispanic.

Meets Grade Level Standard								
or Above 2023	ALL	ESL (LEP)	SP ED	ECD	Asian	AA	His	W
3rd Reading	88	80	32	58	89	61	86	92
4th Reading	82	76	50	58	86	43	82	89
5th Reading	90	81	75	75	92	73	91	90
3rd Math	81	80	32	59	94	39	79	85
4th Math	82	82	50	59	87	43	73	91
5th Math	87	82	60	64	92	50	81	92
5th Science	77	53	65	44	82	33	69	83

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

Student Learning Strengths

- In-depth planning/data analysis twice a week with instructional coaches

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023 STAAR data show that the English Language Learner, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading and math.   **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, and special education students.

Problem Statement 2 (Prioritized): 2023 STAAR data show need to improve the 3rd grade math 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 and additional professional development in math workshop.

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. 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 District Literacy Initiatives, Amira, HMH, District Interims, DreamBox, TX KEA, TPRI/Tejas Lee, and campus based common assessments. Third through fifth grade focus on STAAR, Amira, HMH, District Interims, 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 at 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 structured literacy. 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 choppiness.

Pattison Elementary has access to a wide range of technology. Every classroom teacher has wireless connectivity, a SMART Panel, document camera, and teacher computer. A computer lab of 30 computers is part of the specials rotation. The library has 8 computer stations. All students in grades 3-5 have a designated Chromebook for their use. Students in grades K-2 have access to classroom 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 three years, Pattison Elementary gained 20 new-to-Pattison classroom teachers for the 2023-2024 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 for two years. 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.

- 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 (Prioritized): Teachers need to be more effective in developing campus based common assessments and using the information in Aware to improve classroom instruction and assessments.   **Root Cause:** Teachers need training in how to recognize and create quality assessment items and how to create assessments that are aligned with the embedded writing items in STAAR.

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 an online newsletter. 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, and Love and Logic strategies. Appropriate behaviors are expected and rewarded with a variety of incentives. Community Circles occur in all classrooms during a designated time, and the entire school uses Purposeful People/Character Strong. This year the Pattison theme is "Stick With Kindness."

Perceptions Strengths

- Community Circle meetings

- Strong and timely RtI (Response to Intervention) program for academics and behaviors

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: 2023 STAAR data show that the English Language Learner, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading and math.

Root Cause 1: The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for ELL, ECD, and special education students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2023 STAAR data show need to improve the 3rd grade math Masters Grade Level Standard or Above and student academic growth.

Root Cause 2: The root cause is need for increased individual data analysis of student performance and additional professional development in math workshop.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Enrollment data indicates that the percentage of students identified as ELL has increased.

Root Cause 3: The root cause is new housing units and neighborhood turnover.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Enrollment data indicates that the percentage of students identified as at-risk has increased.

Root Cause 4: The root cause is new housing units and neighborhood turnover.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Teachers need to be more effective in developing campus based common assessments and using the information in Aware to improve classroom instruction and assessments.

Root Cause 5: Teachers need training in how to recognize and create quality assessment items and how to create assessments that are aligned with the embedded writing items in STAAR.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to build classroom communities to decrease off-task behaviors.

Root Cause 6: Increase in student population and class sections.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Evaluation(s) of professional development implementation and impact

Goals

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

Performance Objective 1: HB3: The percent of Pattison Elementary 3rd grade students who achieve Meets and Above in Reading will increase to 89% by July 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Meets Grade Level Standard or Above scores
Demographic data will be reviewed after each assessment.

Strategy 1 Details	Reviews			
Strategy 1: All K-5 teachers will attend and implement strategies from the Patterns of Power for Literacy and Patterns of Wonder professional development workshops conducted by Whitney LaRocca.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR scores Increased district structured literacy assessment scores **Staff Responsible for Monitoring:** Principals Instructional Coaches AST Classroom Teachers **Funding Sources:** - 199 - General Fund PTA Donation - $3,000	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Utilized the professional development training for TPRI, KEA, Amira, and HMH in assessing students to address small group instruction needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: TPRI, KEA, Amira, HMH data driven instructional need groups Increased end-of-year reading structured literacy levels Increased CBA scores **Staff Responsible for Monitoring:** Language Arts Instructional Coach K-5 Language Arts Teachers	50%			

Strategy 3 Details		Reviews		
Strategy 3: Implement the continuous coaching cycle where the instructional coach will conduct model lessons within individual teachers' classrooms to showcase effective instructional techniques.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in Interims and CBAs scores Increased STAAR scores **Staff Responsible for Monitoring:** Instructional Coaches Classroom teachers		N/A			

Strategy 4 Details		Reviews		
Strategy 4: Refine the in-class support model between ESOL teachers and SPED teachers and grade level classroom teachers so that 80 % of the instructional time each teacher is concurrently working with designated small groups in the classroom.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase Interims and CBAs scores Increased STAAR scores **Staff Responsible for Monitoring:** ESOL Teachers, SPED Teachers Classroom Teachers Principals Instructional Coaches		20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: HB3: The percentage of Pattison Elementary 3rd grade students who achieve Meets and Above in Math will increase from to 88% by July 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math Meets Grade Level Standard or Above scores
Demographic data will be reviewed after each assessment.

Strategy 1 Details	Reviews			
Strategy 1: All third grade math teachers will attend and implement strategies from the district's "Math Summit" professional development sessions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR math scores **Staff Responsible for Monitoring:** Instructional Coach Math Teachers	65%			

Strategy 2 Details	Reviews			
Strategy 2: All K-5 science/math teachers will attend and implement strategies from Region IV workshop on the upcoming new science TEKS.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased district science interim scores Increased STAAR science scores **Staff Responsible for Monitoring:** Science teachers Instructional Coach Principals **Funding Sources:** - 199 - General Fund PTA Donation - $1,500	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Coaches will train and support teachers in utilizing Technology Enhanced items (TEI), DreamBox, student/class/grade level data in weekly PLCs to identify students in need of reteach, support or extension. This data will be used by teachers to create small group instruction plans.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in percentage of students at all grade levels who achieve Meets and above on the STAAR math **Staff Responsible for Monitoring:** Math Instructional Coach, Principals, Math Teachers	35%			

Strategy 4 Details	Reviews			
Strategy 4: Math teachers will provide before school STAAR tutorials to targeted students.	Formative			Summative
Strategy's Expected Result/Impact: Increased STAAR scores	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principals Teachers	30%			

Strategy 5 Details	Reviews			
Strategy 5: Provide math and reading interventions for at-risk students that are supported by state comp. ed funding for both academic math support teachers and academic reading support teachers. Utilize push-in model.	Formative			Summative
Strategy's Expected Result/Impact: Student Data Summary Sheets STAAR scores	Oct	Jan	Apr	June
Staff Responsible for Monitoring: District Office of Interventions Math AST Reading AST	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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 Sources: Coordinated grade level plans for ELT and ESL instruction
    2024 STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Reinforce the structures and strategies for ELT so that targeted instruction using Interims 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 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 . **Staff Responsible for Monitoring:** Grade Level Teachers Academic Support Teachers ESOL Teachers SPED Teachers Administrative Team	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program

    Evaluation Data Sources: Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			

Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of; cardiovascular endurance, body strength endurance and flexibility.
    Strategy's Expected Result/Impact: Multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.
    Staff Responsible for Monitoring: Administrators
Physical Education Teachers
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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), Amira, District Interims, TEI, and formative assessments by having 100% of content area teachers involved in the development, implementation, and evaluation of them.
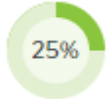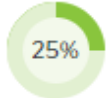
Evaluation Data Sources: AWARE, CBA, Amira, District Interims, and student data, grade level content PLCs, Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Refine and create CBAs to match the on-line STAAR format with Technology Enhanced Items 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved classroom instruction and student growth. Increase in CBA scores. Increase District Interims and STAAR scores. **Staff Responsible for Monitoring:** Instructional Coaches, Grade Level Content Teachers Administrative Team	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Utilize the school-wide CHAMPS/PBIS positive discipline program with behavior supports to prevent violence and decrease discipline referrals by 5%

    Evaluation Data Sources: Decrease in student discipline referrals

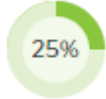| Strategy 1 Details	Reviews			
Strategy 1: All K-5 teachers will attend a behavior management professional development workshop conducted by district and SPED personnel.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior referrals	Oct	Jan	Apr	June
Increase in on-task behaviors **Staff Responsible for Monitoring:** Assistant Principals Classroom Teachers SPED Teachers	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide guidance lessons through the specials rotation to all grade levels that will address bullying, prevent violence and promote friendship.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior referrals	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Counselors Classroom Teachers	25%			

Strategy 3 Details	Reviews			
Strategy 3: Refine some PBIS activities and CHAMPS so that staff use the techniques consistently throughout the school and classroom for positive incentives such as Colt tickets in classroom management.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior referrals	Oct	Jan	Apr	June
Increase in positive incentives given **Staff Responsible for Monitoring:** Administrative Team Team Leaders Classroom Teachers	25%			

Strategy 4 Details	Reviews			
Strategy 4: Continue and enhance Community Circles with Purposeful People/Character Strong activities in every homeroom during a designated daily time in the master schedule.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Classroom Teachers, Counselors	**Oct**	**Jan**	**Apr**	**June**
	25%			

Strategy 5 Details	Reviews			
Strategy 5: Implement K-5 Behavior Committee to guide student decision-making and reduce class disruption.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased time-on task Decrease in behavior referrals **Staff Responsible for Monitoring:** Assistant Principals Teachers Counselors	**Oct**	**Jan**	**Apr**	**June**
	N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Review and comply with all safety and security audit recommendations

    Evaluation Data Sources: Safety documentation
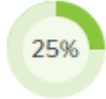
Strategy 1 Details	Reviews			
Strategy 1: Utilize Go Guardian software on student and classroom devices to control and monitor student on-line usage and access.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in inappropriate online usage	**Oct**	**Jan**	**Apr**	**June**
Increase in on-task usage **Staff Responsible for Monitoring:** Teachers Administrative Team **Funding Sources:** - 199 - General Fund PTA Donation - $4,725	25%			

Strategy 2 Details	Reviews			
Strategy 2: All staff will attend informational meeting with the Emergency Management Coordinator regarding school safety.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety drills competed	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative Team Emergency Management Coordinator Teachers and Staff	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Conduct all safety drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved knowledge of and implementation of safety/security procedures.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal Emergency Management Coordinator Campus Action Team	25%			

Strategy 4 Details	Reviews			
Strategy 4: Successful performance of district security audit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Security Audit Passed and recommendations implemented	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Emergency Management Coordinator Administrative Team Campus Action Team Teachers	N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

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

    Evaluation Data Sources: Volunteer hours and event registrations

Strategy 1 Details	Reviews			
Strategy 1: Conduct International Night, Mother-Son Game Night, Father-Daughter Dance Night, Fun Run Night, Music programs (3rd/4th) Maud Marks Art Show Night	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent interest and student engagement **Staff Responsible for Monitoring:** Administrative Team Specials Teachers Classroom Teachers PTA	25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: 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 emergent bilingual (EB) parent and family engagement events to improve student engagement

   Evaluation Data Sources: Rosters, Flyers

Strategy 1 Details	Reviews			
Strategy 1: Provide parent engagement activity specifically to parents/guardians of EB students with a coffee to explain the Summit K-12 program .	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent - child- school interactions. Increased TELPAS scores **Staff Responsible for Monitoring:** ESOL Teachers Administration **Problem Statements:** Demographics 1	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Provide family engagement activity with a learning station evening specifically for EB students and parents using the Ready Rosie software.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased TELPAS Scores Increased family interactions **Staff Responsible for Monitoring:** ESOL Teachers Administration **Problem Statements:** Demographics 1	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Advertise Title III: Family Engagement Event-Empowering Families through Helpful Resources.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased EB parent engagement Increased TELPAS scores **Staff Responsible for Monitoring:** ESO L Teachers Administration **Problem Statements:** Demographics 1	N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 and neighborhood turnover.

State Compensatory

Budget for Pattison Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Pattison Elementary

Name	Position	FTE
Katherine LoSasso	Academic Support Math	1
Lindsey Lindquist	Academic Support -Math/ELA	1
Rose Molter	Academic Support - Math/ELA	1
Stacie Chmielewski	Academic Support - ELA	1

Campus Funding Summary

			199 - General Fund PTA Donation		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$3,000.00
1	2	2			$1,500.00
3	2	1			$4,725.00
				Sub-Total	$9,225.00

Addendums

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **89%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	89%
Actual	82%	78%	83%	81%	88%	
Met Goal			Y	N	Y	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Pattison	3rd Grade Reading At Meets or Above	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
		2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
		2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
		2023 Target		33%		82%		85%				76%				83%		25%		76%		73%
		2023 Actual	18	61%	28	86%	95	92%	0		47	89%	1	100%	5	100%	22	45%	44	70%	45	73%
		Met Target		Y		Y		Y				Y				Y		Y		N		Y
		2024 Target		33%		82%		85%				76%				83%		25%		**80%**		**83%**

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **81%** to **88%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			82%	84%	86%	88%
Actual	86%	81%	63%	77%	81%	
Met Goal			N	N	N	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Pattison	3rd Grade Math At Meets or Above	2019 Actual	11	36%	22	73%	103	83%	0		50	88%	0		6	83%	8	50%	28	61%	53	72%
		2021 Actual	10	20%	29	48%	73	66%	0		47	77%	0		8	75%	18	50%	24	29%	52	56%
		2022 Actual	13	46%	36	64%	90	83%	0		49	82%	0		7	86%	24	58%	38	53%	62	76%
		2023 Target		36%		73%		83%				92%				83%		50%		63%		87%
		2023 Actual	18	39%	28	79%	95	85%	0		47	94%	1	0%	5	80%	22	32%	44	59%	45	80%
		Met Target		Y		Y		Y				Y				N		N		N		N
		2024 Target		36%		**89%**		83%				92%				83%		50%		**69%**		87%