Katy Independent School District

Pattison Elementary

2024-2025 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 preK-5. Four years ago, 1,094 students were served. With the exception of self-contained kindergarten, grades 1-5 use team teaching that is departmentalized between math/science and ELA/ss. The student population is 48 % white, 24 % Asian, 14 % Hispanic, 9% African-American, 5% two or more races, with a 23 % economically disadvantaged population, 25.7 % emergent bilingual (EB/EL), 7.6 % gifted/talented, 12.6 % special education, a mobility rate of 12 % and a 2021-2022 average daily attendance of 96.2%. 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 has a strong mentoring and support process 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 EB/EL 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 2024 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 2024 for our campus, the district, and the state.

Masters Grade Level Standard or Above	Campus	District	State
	2024	2024	2024
Gr. 3 Math	40	26	15
Gr. 3 Rdg	61	34	20
Gr. 4 Math	55	33	20
Gr. 4 Rdg	64	34	22
Gr. 5 Math	58	33	19
Gr. 5 Rdg	57	43	28
Gr. 5 Science	37	20	10

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 2024 STAAR scores by grade level and each student group shows that in the **Approaches Grade Level Standard (passing)** in reading and math for the different student subgroups was consistently strong including our EB/EL (Emergent Bilingual), 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 2024	ALL	EB/EL	SP ED	ECD	Asian	AA	His	W
3rd Reading	83	70	67	67	84	68	78	87
4th Reading	85	69	56	64	91	63	80	85
5th Reading	80	61	45	55	80	40	81	88
3rd Math	77	66	62	53	84	45	74	81
4th Math	79	64	38	52	96	38	73	79
5th Math	88	84	54	70	96	67	83	90
5th Science	65	46	34	40	61	33	58	75

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

Student Learning Strengths

- In-depth planning/data analysis twice a week with grade level teams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 STAAR data show that the EB/EL, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading, math, and science.   **Root Cause:** The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for EB/EL, ECD, and special education students.

Problem Statement 2 (Prioritized): 2024 STAAR data show need to improve the 3rd, 4th, and 5th 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.

Problem Statement 3: 2024 STAAR data show need to improve 5th grade science Meets and Masters Grade Level Standards.   **Root Cause:** Teachers need support and training in science strategies and recurring themes and content.

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 in weekly grade level content- specific meetings to guide planning for instruction. Most teachers teach two content areas, i.e., math/science so they will attend two weekly grade level meetings, one for each content area. Teachers preplan before the meeting and share activities to develop the next week and next unit lesson plans. The campus coach embeds best practice instructional strategies within the grade level 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 district instructional coach 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 meetings in conjunction are used to analyze data trends as well as target specific student needs. The MTSS-B 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 and time for team planning. 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. The library has 8 computer stations. All students in grades 3-5 as part of the 1:1 Classroom Device initiative have a designated Chromebook for their use. Students in grades K-2 have access to classroom iPads and Chromebooks. 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 13 new-to-Pattison classroom teachers for the 2024-2025 school year. All of these new-to-Pattison teachers are supported by a lead mentor teacher, a buddy teacher, a team leader, the campus 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 MTSS-B process

- Grade level specific content 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 small group instruction

 - 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): 2023 STAAR data show the need to improve 5th grade science Meets and Masters Grade Level Standards.   **Root Cause:** Teachers need support and training in science strategies and recurring themes and content and small group instruction.

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, the MTSS-B district cohort, 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 "Keep Going, Keep Growing."

Perceptions Strengths

- Community Circle meetings

- Strong and timely MTSS-B (Multi-Tiered System and Support - Behavior) 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:** Teachers need support and training in positive behavior management strategies.

Priority Problem Statements

Problem Statement 1: 2024 STAAR data show that the EB/EL, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading, math, and science.

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2024 STAAR data show need to improve the 3rd, 4th, and 5th 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: 2023 STAAR data show the need to improve 5th grade science Meets and Masters Grade Level Standards.

Root Cause 3: Teachers need support and training in science strategies and recurring themes and content and small group instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to build classroom communities to decrease off-task behaviors.

Root Cause 4: Teachers need support and training in positive behavior management strategies.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Enrollment data indicates that the percentage of students identified as EB/EL has increased.

Root Cause 5: The root cause is new housing units and neighborhood turnover.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Enrollment data indicates that the percentage of students identified as at-risk has increased.

Root Cause 6: The root cause is new housing units and neighborhood turnover.

Problem Statement 6 Areas: Demographics

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 diagnostic reading assessment data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Strategic Design Goal 2: 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 83% by July 2025.

HB3 Goal

Evaluation Data Sources: 2025 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 Wonder for reading and writing professional development workshop 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 Campus Coach AST Classroom Teachers				

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 District Coach K-5 Language Arts Teachers **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: 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 **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2024 STAAR data show that the EB/EL, ECD, and Special Education student groups scored below other students in the Meets Grade Level Standard and Above in reading, math, and science.   **Root Cause**: The root cause is the need for greater structures and strategies in providing support and accommodations in content language acquisition for EB/EL, ECD, and special education students.
Problem Statement 2: 2024 STAAR data show need to improve the 3rd, 4th, and 5th 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.

Goal 1: Strategic Design Goal 2: 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 to 77% by July 2025.

HB3 Goal

Evaluation Data Sources: 2025 STAAR Math Meets Grade Level Standard or Above scores
Demographic data will be reviewed after each assessment.

Strategy 1 Details	Reviews			

Strategy 1: Math teachers will attend and implement strategies from the district's summer math professional development sessions.
    Strategy's Expected Result/Impact: Increased STAAR math scores
    Staff Responsible for Monitoring: Instructional Coach
Math Teachers
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			

Strategy 2: District math instructional coach will train and support teachers in utilizing Technology Enhanced items (TEI), DreamBox, and student/class/grade level data to identify students in need of reteach, support or extension. This data will be used by teachers to create small group instruction plans.
    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: Principals, District Math Coach, Math Teachers
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Math teachers will provide before school STAAR tutorials to targeted students.
    Strategy's Expected Result/Impact: Increased STAAR scores
    Staff Responsible for Monitoring: Principals
Teachers
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 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**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Student Data Summary Sheets STAAR scores **Staff Responsible for Monitoring:** District Office of Interventions Math AST Reading AST **Problem Statements:** Demographics 2				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ 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**: The root cause is new housing units and neighborhood turnover.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Monitor and promote the effectiveness of small group instruction to increase student growth on STAAR by 1 %.

Evaluation Data Sources: Coordinated grade level plans for small group instruction
Increased 2025 STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: All K-5 ELA teachers will attend and implement strategies from Dr. Marci Kerbs' small group instruction tools professional development sessions for reading.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR reading scores Increased district assessment scores Increased effectiveness of small group instruction time **Staff Responsible for Monitoring:** Principals Classroom teachers				

Strategy 2 Details	Reviews			
Strategy 2: Reinforce the structures and strategies for small group instruction 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				

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

Goal 1: Strategic Design Goal 2: 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.			**Formative**		**Summative**
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			**Oct**	**Jan**	**Apr**	**June**

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

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: The percentage of Pattison 5th grade students who achieve Meets or Above in science will increase by 10 %.

    Evaluation Data Sources: 2025 STAAR science scores

Strategy 1 Details		Reviews			
Strategy 1: All K-5 science/math teachers will attend and implement strategies from campus and district professional development on the new science TEKS and RCTs.		**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
 	
    Problem Statements: School Processes & Programs 1					

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

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: 2023 STAAR data show the need to improve 5th grade science Meets and Masters Grade Level Standards. **Root Cause**: Teachers need support and training in science strategies and recurring themes and content and small group instruction.

Goal 2: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Review and comply with all safety and security audit recommendations

    Evaluation Data Sources: Safety data, audit data

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					

Strategy 2 Details		Reviews			
Strategy 2: 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					

Strategy 3 Details		Reviews			
Strategy 3: 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					

Strategy 4 Details		Reviews			
Strategy 4: Utilize security officer to monitor and protect entrances and exits.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Entrances and exits secured at all times		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Security Officer Administrative Team					

Strategy 5 Details	Reviews			
Strategy 5: Implement use of Raptor by staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication Safety drills **Staff Responsible for Monitoring:** Administration Teachers	**Oct**	**Jan**	**Apr**	**June**

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

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Utilize the school-wide CHAMPS/MTSS-B positive discipline program with behavior supports to prevent violence, bullying, and decrease discipline referrals by 3%

    Evaluation Data Sources: Decrease in student discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement K-5 MTSS-B 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	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principals Teachers Counselors **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Refine MTSS-B activities so that staff use the techniques consistently throughout the school and classroom for classroom management.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior referrals Increase in positive incentives given	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative Team Team Leaders Classroom Teachers				

Strategy 3 Details	Reviews			
Strategy 3: All K-5 teachers will attend a behavior management professional development workshop conducted by Liz Merwald on CHAMPS	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior referrals Increase in on-task behaviors	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principals Classroom Teachers				

Strategy 4 Details	Reviews			
Strategy 4: Provide guidance lessons through the specials rotation to all grade levels that will address bullying, prevent violence and promote friendship. **Strategy's Expected Result/Impact:** Decrease in behavior referrals **Staff Responsible for Monitoring:** Counselors Classroom Teachers	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continue and enhance Community Circles with Purposeful People/Character Strong activities in every homeroom during a designated daily time in the master schedule. **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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to build classroom communities to decrease off-task behaviors. **Root Cause**: Teachers need support and training in positive behavior management strategies.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Increase volunteer participation and attendance at parent/community events by 2%.

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				

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

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase emergent bilingual (EB) parent and family engagement events and participation to improve student performance of Emergent Bilingual Learners.

> **Evaluation Data Sources:** Rosters, Flyers, Extended Day Program, TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide Title III event flyers for Parent Engagement - Enhancing Educational Supports for EB Students, Family Engagement - Empowering Families through Helpful Resources, and Community Engagement- Fostering Statewide Community Connections for Families of EB Students	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased EB parent engagement Increased TELPAS scores **Staff Responsible for Monitoring:** ESL Teachers Administration				

Strategy 2 Details	Reviews			
Strategy 2: 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:** ESL Teachers Administration				

Strategy 3 Details	Reviews			
Strategy 3: 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: ESL Teachers
Administration
 	
    Problem Statements: Demographics 1				

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 EB/EL has increased. **Root Cause**: The root cause is new housing units and neighborhood turnover.

State Compensatory

Budget for Pattison Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Pattison Elementary

Name	Position	FTE
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**
2	1	1			$4,725.00
				Sub-Total	$4,725.00

Addendums

The Percent of **Pattison** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 83% to 85% by July 2029.

Pattison: Goals

3rd Grade Reading Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	83%					
State Rate	46%					
Met State Rate	Yes					
Internal Goal	-	83%	84%	84%	85%	85%
Met Internal Goal	-					

Pattison: Targets

3rd Grade Reading Meets or Above

		# 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	# EB	% EB
	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	2024 Actual	22	68%	27	78%	119	87%	0		44	84%	1	0%	10	100%	39	67%	51	67%	50	70%
	2025 Target																77%		77%		

The Percent of **Pattison** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 77% to 79% by July 2029.

Pattison: Goals

3rd Grade Math Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	77%					
State Rate	40%					
Met State Rate	Yes					
Internal Goal	-	77%	78%	78%	79%	79%
Met Internal Goal	-					

Pattison: Targets

3rd Grade Math Meets or Above

		# 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	# EB	% EB
	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	2024 Actual	22	45%	27	74%	119	81%	0		44	84%	1	0%	10	90%	39	62%	51	53%	50	66%
	2025 Target		55%								94%										