

Katy Independent School District
Pattison Elementary
2025-2026 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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pattison Elementary is one of 48 elementary campuses in Katy ISD. Pattison opened its doors in 1989 and serves predominately middle class families. Pattison serves 1250 students in grades preK-5. Five 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, 23% Asian, 14% Hispanic, 10% African-American, 4% two or more races, with a 23% economically disadvantaged population, 26% emergent bilingual (EB/EL), 7.3% gifted/talented, 17% special education, a mobility rate of 8.7% and an average daily attendance of 96.3%. 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 2025 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 2025 for our campus, the district, and the state.

Masters Grade Level Standard or Above	Campus	District	State
	2025	2025	2025
Gr. 3 Math	49	30	19
Gr. 3 Rdg	59	37	23
Gr. 4 Math	53	37	24
Gr. 4 Rdg	54	37	24
Gr. 5 Math	63	38	22
Gr. 5 Rdg	61	48	30
Gr. 5 Science	54	24	12

All schools in Texas must be rated according to standards set in 3 state accountability domains and an overall rating. **For the 2024-2025 school year, Pattison Elementary received a rating of A in all domains.**

Below are the Ratings for 2025

Domain 1 - Student Achievement. Pattison Elementary Scaled Score: 95. Rating: A

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

Domain 3 - Closing the Gaps. Pattison Elementary Scaled Score: 94. Rating: A

Overall Accountability Rating. Pattison Elementary Scaled Score: 95. Rating: A

Pattison Elementary received a 2025 Texas Accountability overall rating of A.

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

- Academic Achievement in Reading/Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25% Comparative: Academic Growth
- Top 25 % Comparative: Closing the Gaps
- Postsecondary Readiness

An analysis of the 2025 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 sub-populations of AA and Hispanic.

Meets Grade Level Standard or Above 2025	ALL	EB/EL	SP ED	ECD	Asian	AA	His	W
3rd Reading	85	75	69	71	80	71	85	93
4th Reading	85	52	58	71	77	70	79	90
5th Reading	83	56	44	59	90	50	79	85
3rd Math	75	75	51	48	86	42	67	83
4th Math	80	63	49	56	93	48	72	84
5th Math	87	63	50	56	98	56	79	88
5th Science	76	48	38	46	90	39	79	75

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

Student Learning Strengths

- In-depth weekly planning/data analysis with content/grade level teams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2025 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): 2025 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: 2025 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. In addition teachers attend weekly targeted PDR (Professional Development Rotation) meetings. Teachers preplan before the meetings and share activities to develop the unit lesson plans and utilize assessment data-driven instruction. The campus coach embeds best practice instructional strategies within the grade level time. Long-range planning occurs during Super Planning time about 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, MAPs (Measures of Academic Progress), TX KEA, TPRI/Tejas Lee, and campus based common assessments. Third through fifth grade focus on STAAR, Amira, HMH, MAPs (Measures of Academic Progress), 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/PDR meetings 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 district 1:1 Classroom Device initiative have a designated Chromebook for their use. Students in grade 2 have campus 1:1 Chromebook utilization. Students in grades K-1 have access to iPads/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. Pattison Elementary gained 2 new-to-Pattison classroom teachers for the 2025-2026 school year. All 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): 2025 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 "Roots to Grow, Wings to Fly!"

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: 2025 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: 2025 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: 2025 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

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: 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 85% by July 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR Reading Meets Grade Level Standard or Above scores
Demographic data will be reviewed after each assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Team of selected teachers and administrators (17) will attend training the summer of 2025 at the Get Your Teach On conference designed to increase student engagement and academic rigor in the classroom with researched-based strategies and creative ideas to energize students. The team will provide on-going, targeted professional development to all staff.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores Increased student engagement</p> <p>Staff Responsible for Monitoring: Get Your Teach On Team Principals Campus Coach AST Classroom Teachers</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilized the professional development training for TPRI, KEA, Amira, and HMH in assessing students to address small group instruction needs.</p> <p>Strategy's Expected Result/Impact: TPRI, KEA, Amira, HMH data driven instructional need groups Increased end-of-year reading structured literacy levels</p> <p>Staff Responsible for Monitoring: Language Arts District Coach K-5 Language Arts Teachers</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase MAP scores Increased STAAR scores</p> <p>Staff Responsible for Monitoring: ESOL Teachers, SPED Teachers Classroom Teachers Principals Instructional Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure ESL certification is completed.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
				

Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>
Student Learning
<p>Problem Statement 1: 2025 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.</p> <p>Problem Statement 2: 2025 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.</p>

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 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 78% by July 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR Math Meets Grade Level Standard or Above scores
Demographic data will be reviewed after each assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: MAP Campus Ambassadors will employ a TOT model to train teachers to utilize the Measure of Academic Progress Assessment (MAP) to inform instruction, measure growth, and support student progress. This data will be used by teachers to create small group instruction plans.</p> <p>Strategy's Expected Result/Impact: Increased STAAR reading, math, science scores</p> <p>Staff Responsible for Monitoring: MAP Campus Ambassadors Principals ELA, Math, Science Teachers</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increased MAP scores Student Data Summary Sheets Increased STAAR scores</p> <p>Staff Responsible for Monitoring: District Office of Interventions Math AST Reading AST</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 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.

Student Learning

Problem Statement 1: 2025 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: 2025 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.





School Processes & Programs

Problem Statement 1: 2025 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 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percentage of Pattison 5th grade students who achieve Meets or Above in science will increase by 10 %.

Evaluation Data Sources: 2026 STAAR science scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Science teachers will utilize phenomena-based learning pods/strategies and RCTs from campus and district professional development.</p> <p>Strategy's Expected Result/Impact: Increased MAP scores Increased STAAR science scores</p> <p>Staff Responsible for Monitoring: Science teachers District Instructional Coach Principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 2025 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.</p>

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

Performance Objective 4: Monitor and promote the effectiveness of small group instruction to increase student growth on STAAR by 1 %.

Evaluation Data Sources: PDR (Professional Development Rotation) schedules/agendas
 Coordinated grade level plans for small group instruction
 Increased 2026 STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement grade level professional development rotation (PDR) from 3:00 - 3:45 specifically to improve content instruction and the goal of moving students to the masters grade level and above in all subjects. All staff will rotate through PDR sometime during the week.</p> <p>Strategy's Expected Result/Impact: Increased STAAR reading, math, and science scores Increased district assessment scores Increased effectiveness of small group instruction time</p> <p>Staff Responsible for Monitoring: Principals Classroom teachers AST, ESOL SPED Teachers</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement professional development for paraprofessionals on tips and tricks for delivering and improving instruction.</p> <p>Strategy's Expected Result/Impact: Targeted student and small group instruction improvements Effective use of time</p> <p>Staff Responsible for Monitoring: Assistant Principals Grade Level and SPED Teachers Paraprofessionals</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 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.

Student Learning

Problem Statement 1: 2025 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: 2025 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 5: 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 5 Problem Statements:





Perceptions
<p>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.</p>

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			
<p>Strategy 1: Utilize Go Guardian software on student and classroom devices to control and monitor student on-line usage and access.</p> <p>Strategy's Expected Result/Impact: Decrease in inappropriate online usage Increase in on-task usage</p> <p>Staff Responsible for Monitoring: Teachers Administrative Team</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct all safety drills.</p> <p>Strategy's Expected Result/Impact: Improved knowledge of and implementation of safety/security procedures.</p> <p>Staff Responsible for Monitoring: Assistant Principal Emergency Management Coordinator Campus Action Team</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Successful performance of district security audit.</p> <p>Strategy's Expected Result/Impact: Security Audit Passed and recommendations implemented</p> <p>Staff Responsible for Monitoring: Emergency Management Coordinator Administrative Team Campus Action Team Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize security officer to monitor and protect entrances and exits. Strategy's Expected Result/Impact: Entrances and exits secured at all times Staff Responsible for Monitoring: Security Officer Administrative Team Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement use of Raptor by staff. Strategy's Expected Result/Impact: Increased communication Safety drills Staff Responsible for Monitoring: Administration Teachers Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: 2025 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.
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 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			
<p>Strategy 1: Set up and implement a "Regulation Station" behavior management corner in every classroom with assistance from MTSS-B district personal.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior referrals Increase in on-task behaviors</p> <p>Staff Responsible for Monitoring: Assistant Principals Classroom Teachers</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review CHAMPS and refine MTSS-B activities so that staff use the techniques consistently throughout the school and classroom for classroom management.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior referrals Increase in positive incentives given</p> <p>Staff Responsible for Monitoring: Administrative Team Team Leaders Classroom Teachers</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize K-5 MTSS-B Behavior Committee to guide student decision-making and reduce class disruption.</p> <p>Strategy's Expected Result/Impact: Increased time-on task Decrease in behavior referrals</p> <p>Staff Responsible for Monitoring: Assistant Principals Teachers Counselors</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June

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 Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement a Kindness Krew program for students. Strategy's Expected Result/Impact: Reduced behavior referrals and reduced bullying Staff Responsible for Monitoring: Counselors Teachers Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 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 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 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.
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			
<p>Strategy 1: Implement Curriculum Night and Grandparents' Day to promote family involvement. Strategy's Expected Result/Impact: Increased family involvement and student engagement Staff Responsible for Monitoring: Administrative Team Teachers</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct International Night, Mother-Son Game Night, Father-Daughter Dance Night, Fun Run Night, Music programs (3rd/4th) Maud Marks Art Show Night Strategy's Expected Result/Impact: Increased parent interest and student engagement Staff Responsible for Monitoring: Administrative Team Specials Teachers Classroom Teachers PTA</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Demographics
<p>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.</p> <p>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.</p>

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			
<p>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</p> <p>Strategy's Expected Result/Impact: Increased EB parent engagement Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: ESL Teachers Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent engagement activity specifically to parents/guardians of EB students with a coffee to explain the Summit K-12 program .</p> <p>Strategy's Expected Result/Impact: Increased parent - child- school interactions. Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: ESL Teachers Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide family engagement activity with a learning station evening specifically for EB students and parents using the Ready Rosie software.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS Scores Increased family interactions</p> <p>Staff Responsible for Monitoring: ESL Teachers Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>

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

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Personnel for Pattison Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lindsey Lindquist	Academic Support -Math/ELA	1
Rose Molter	Academic Support - Math/ELA	1
Stacie Chmielewski	Academic Support - ELA	1



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%	85%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	83%	85%	86%	86%	87%
		Met Internal Goal	-	Yes				

MET in 2025

		# 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	
Pattison: Targets	3rd Grade Reading Meets or Above	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%		
		2025 Actual	24	71%	33	85%	84	93%	0		59	80%	1	100%	9	78%	35	69%	62	71%	73	75%
		Met Target																N		N		
		2026 Target											90%						79%			

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%	75%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	77%	78%	78%	79%	79%
		Met Internal Goal	-	No				

		# 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	
Pattison: Targets	3rd Grade Math Meets or Above	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																				
		2025 Actual	24	42%	33	67%	84	83%	0		58	86%	1	0%	9	44%	35	51%	61	48%	72	75%
		Met Target																				
		2026 Target											95%								58%	