

Fort Bend Independent School District

James Patterson Elementary

2024-2025 Campus Improvement Plan



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Goal 2: James Patterson Elementary will maintain a safe, productive, and supportive environment for all learners. 34

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sources of Evidence Analyzed by CPAC Team:

- OnData Suite Accountability Data
- Economically Disadvantaged Data
- Campus Enrollment Data
- Special Population Data
- Student Demographics Data
- Special Programming Data
- Attendance Data
- At Risk Data
- Staffing Data
- Discipline Data

Narrative of Findings:

In the past three years, Patterson Elementary's enrollment remained steady with an approximate yearly average of 800 students. Economically Disadvantaged percentages increased from 62.73% to 71.32% over the course of the past three years. English Learner population has remained relatively steady with nominal shifts from 27.86% in 2020-2021 to 28.68% in 2023-2024. Special Education population increased from 14.60% in 2021-2022 to 18.83% in 2023-2024. Mobility rates have remained steady over the past three school years. Mobility rates have remained relatively steady in the last three years (15.14% in 2021-2022 to 13.36 in 2023-2024).

Student Enrollment: Total Students - current 802, projected 795

Faculty: Teachers: 37, Specialists: 3, Para Professionals: 14, Office Staff: 11

Daily Schedule: All students have 60 minutes of reading and writing, 90 minutes of math, 45 minutes of science, 30 minutes of social studies, health incorporated into 50 minutes of physical education, 45 minutes intervention/enrichment and 60 minutes for lunch & recess (combined total) .

Outclass Courses: Students get 50 minutes of specials each day. JPE has art, music, PE and library. Teachers also incorporate mindfulness activities and brain breaks throughout the school day during instruction.

School Population (2023 - 2024 Preliminary Summer PEIMS file loaded

06/12/2024)

Count	Percent
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Student Total	802	100%
Early Education Grade	14	1.75%
Kindergarten Grade	120	14.96%
1st Grade	113	14.09%
2nd Grade	149	18.58%
3rd Grade	118	14.71%
4th Grade	154	19.20%
5th Grade	134	16.71%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/12/2024)		
	Count	Percent
Gender		
Female	405	50.50%
Male	397	49.50%
Ethnicity		
Hispanic-Latino	154	19.20%
Race		
American Indian - Alaskan Native	2	0.25%
Asian	179	22.32%
Black - African American	397	49.50%
Native Hawaiian - Pacific Islander	1	0.12%
White	37	4.61%
Two-or-More	32	3.99%

Student Programs (2023 - 2024 Summer PEIMS file loaded 06/12/2024)		
	Count	Percent
CTE Attendee	0	0.00%

CIE Attendance	0	0.00%
Gifted and Talented	5	0.62%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	20	2.49%
Special Education (SPED)	151	18.83%
Bilingual/ESL		
Emergent Bilingual (EB)	230	28.68%
Standard or Alternative Bilingual/ESL	222	27.68%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	36	4.49%
Dyslexia Risk Code	233	29.05%

Dyslexia Services Code	36	4.49%
Title 1 Part A		
Schoolwide Program	1	0.12%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	8	1.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Summer PEIMS file loaded 06/12/2024)		
	Count	Percent
Foster Care	10	1.25%
ICC Pending	0	0.00%

IGC Reviewed	0	0.00%
Intervention Indicator	211	26.31%
Migrant	0	0.00%
Military Connected	19	2.37%
Unschoolered Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	572	71.32%
Free Meals	514	64.09%
Reduced-Price Meals	58	7.23%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	8	1.00%
Shelter	0	0.00%
Doubled Up	8	1.00%
Unsheltered	0	0.00%

Attendance for USER CAMPUSES JAMES PATTERSON EL

Years	21–22	22–23	23–24
Totals	94.7%	95.0%	95.0%

District Name: FORT BEND ISD
District ID: 079907

Show/Hide Filters
Tools

Report Filters

Years: 3 Years Selected Campus: (079907155) - James Patterson EL Special Program: All Students Submit

Student Mobility Rate Report for All User Accessible Campuses for All Students

	2021 - 2022 (Covid-19 Remote)			2022 - 2023			2023 - 2024		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Campus Summary	106	700	15.14%	102	729	13.99%	91	680	13.38%
James Patterson EL	106	700	15.14%	102	729	13.99%	91	680	13.38%



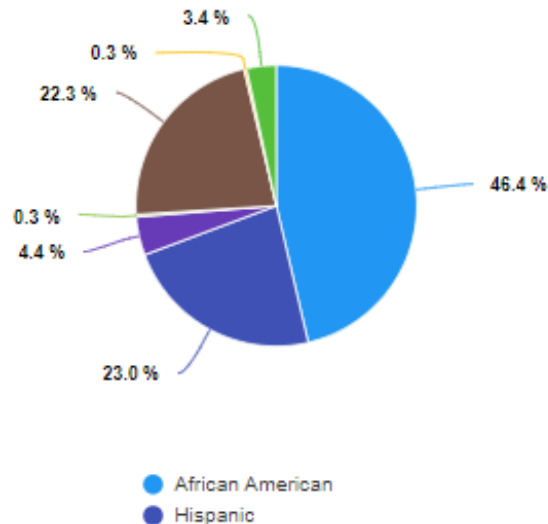
Overview

STAAR 3-8

STAAR EOC

Employees

Ethnic Distribution 2023



771
Students
2023

Graduates
2022

College
and Career
Ready
Graduates
2022

Adv/Dual Credit
Course
Completions
2022

RHSP/DAP
(L)
2022

4Yr
Longitudinal
Grad
2022

5Yr
Longitudinal
Grad
2021

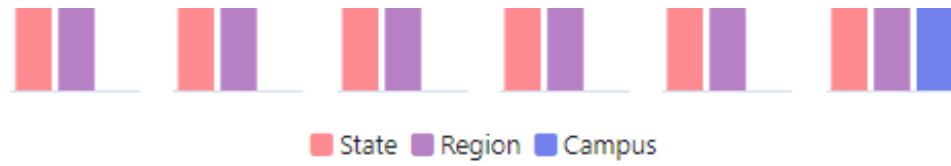
4Yr
Federal
Grad
2022

5Yr
Federal
Grad
2021

Attendance
2022



- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races



OnView®

Overview

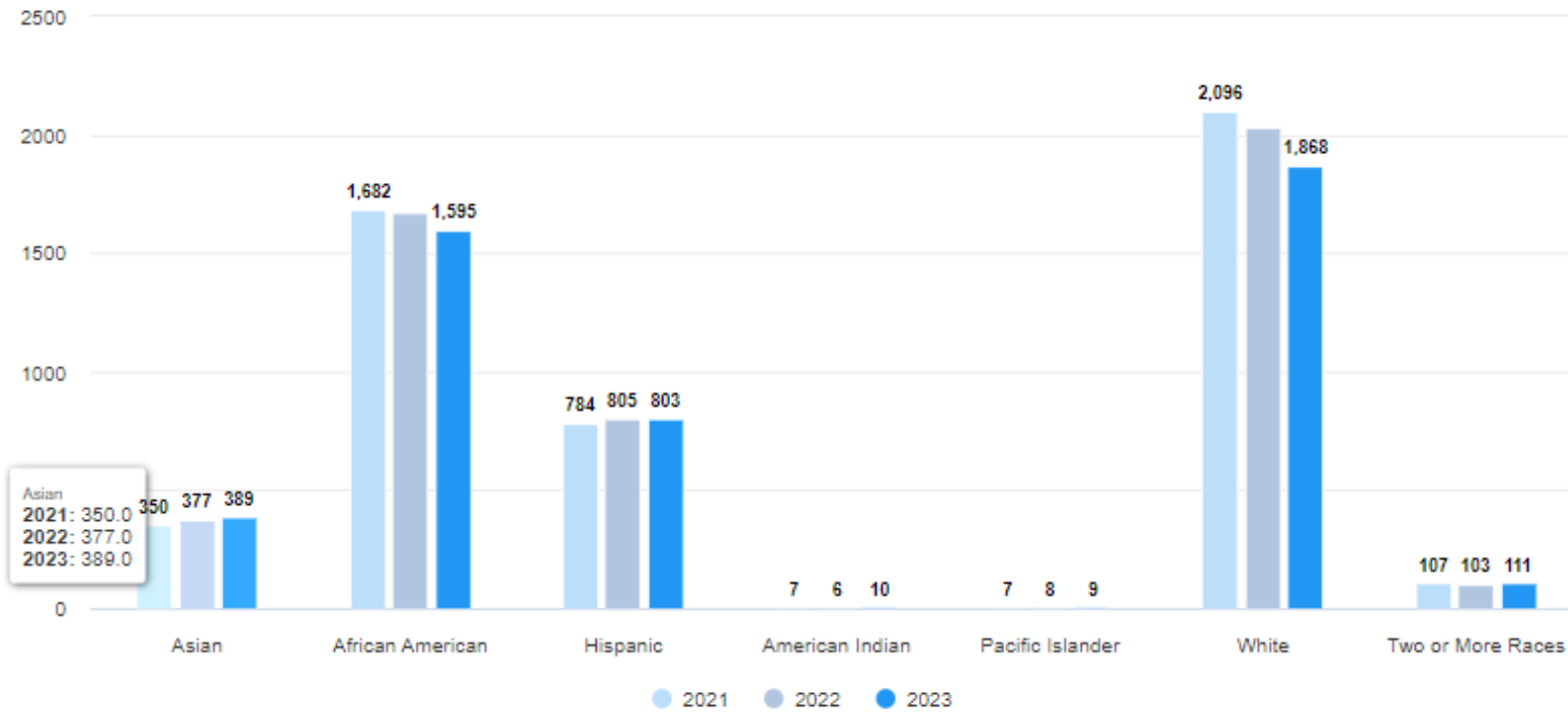
STAAR 3-8 ▾

STAAR EOC ▾

Employees ▾

Teachers Ethnicity

Print/Download



Student Conduct by Reporting Category

Discipline Action Code Trend Analysis for 2022, 2023, 2024

Discipline Action	2022 - 2023	2023 - 2024
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Action Codes	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6
05	--	--	--	--	--	1	1	--	--	--	9	7
06	--	1	--	--	1	7	4	11	10	17	24	31
07	--	--	--	--	--	--	--	--	1	1	1	2
25	--	--	1	--	--	--	--	--	--	--	--	--
26	--	--	--	--	--	--	--	1	2	1	1	--
28	--	--	--	--	--	--	--	1	--	--	--	--

Campus Discipline Data by Conduct Infraction:

District/Campus	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent
(079907155) - James Patterson EL	All	802	97	34	4.24%	17	12	1.50%

DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
5	5	0.62%	0	0	0.00%	119	38	4.74%
0	0	0.00%	0	0	0.00%	2	1	0.56%
3	3	0.76%	0	0	0.00%	87	25	6.30%

Sources of Evidence Analyzed by CPAC Team:

- OnData Suite Accountability Data
- Economically Disadvantaged Data
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- At Risk Data
- Staffing Data
- Discipline Data

Demographics Strengths

- Attendance rate (95%) is higher than District Average (93.9%), Regional (92.5%), and State (92.2%) Attendance percentages.
- Our Diverse student population in a multi-cultural community that is steadily growing.
- Culturally diverse faculty and staff mirrors student population (ethnic backgrounds, language, etc.).
- Through effective Child Find practices, special education students are being identified and serviced in compliance with Local, State, and Federal Mandates.
- At-Risk percentages have decreased from 38.8% in 2021-2022 to 31.00% in 2023-2024.
- Relative stability in mobility rate from 15.14% to 13.88% over the past two school years (2021-2022 to 2023-2024).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gifted and Talented population of 0.62% does not meet the state average of 9%. **Root Cause:** Lack of teacher knowledge in identifying and/or referring viable student candidates for GT Testing.

Problem Statement 2: There is a substantial increase in the number of student discipline instances compared to previous school years. **Root Cause:** Need for increased student capacity in positive behavior skills to empower students to own their behavior. There is a teacher for strengthened consistency and practical knowledge in teaching appropriate behavior. Need for improved efficacy in articulation of guidelines for success, and the adherence to campus-wide PBIS protocols (with fidelity among all grade level teams).

Student Learning

Student Learning Summary

Narrative of Findings:

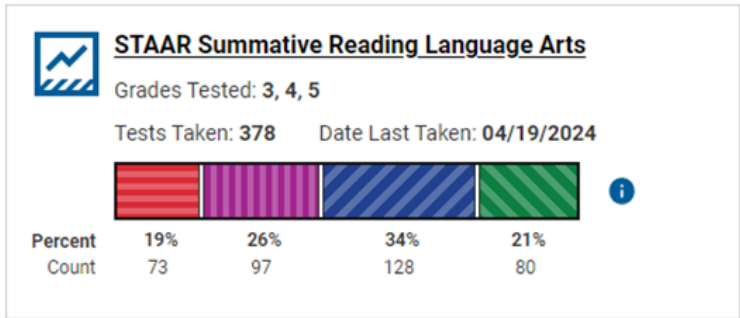
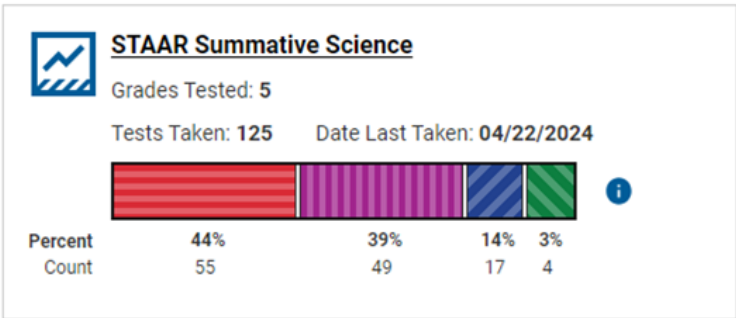
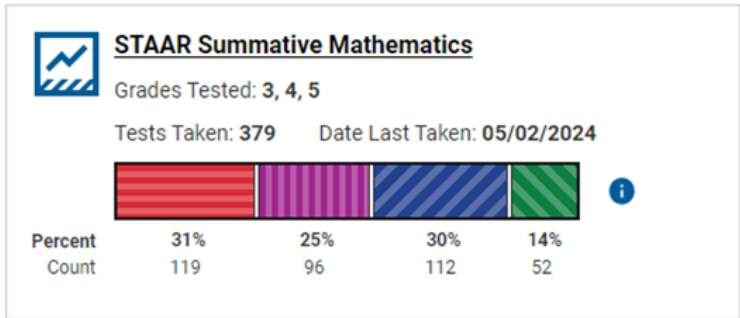
STAAR Reading scores were 73%, 81%, 77% in approaches or above for 3rd, 4th, and 5th grade students, respectively. STAAR performance data for 2023-2024 remained relatively steady in comparison to 2022-2023 data, despite approximately 50% of teaching staff with zero (0) to one (1) year's experience in standard-based grading practices (Grading Pilot). A nominal increase in student performance was observed in 5th grade science (2022-2023- 51%, 2023-2024- 59%). Reading and math scores for 2022-2023 were 80% and 69% respectively.

By May 2024, over 90% of intermediate instruction was in appropriate in alignment, pacing, sequencing, and rigor according to Formal Campus Walkthrough Data conducted by the Instructional Leadership Team; however, the high level of alignment was not clearly reflected in student outcomes for STAAR Testing. Thusly, more intentionality must be given to establishing a prolific blend of instructional delivery that meets district and state standards collectively.

STAAR DATA by Subject-2023-2024

Performance Distribution, By Program: JAMES PATTERSON EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken



STAAR DATA By Grade

Level:

- Reading

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Percent Count
Spring 2024 STAAR Grade 3 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	3	STAAR 3-8 Spring 2024 Math	115	1424	Percent Count
Spring 2024 STAAR Grade 4 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	4	STAAR 3-8 Spring 2024 Math	138	1548	Percent Count
Spring 2024 STAAR Grade 5 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	5	STAAR 3-8 Spring 2024 Math	124	1619	Percent Count

Math

STAAR DATA by Student Population

Patterson ES	Total Tests	Did Not Meet	Approaches and Above	Meets and Above	Masters
All Students	820	216	604	379	175
Male	418	120	298	189	87
Female	402	96	306	190	88
Hispanic/Latino	154	50	104	64	21
American Indian or Alaskan	8	5	3	3	1
Asian	173	39	134	99	51
Black or African American	410	91	319	193	94
Native Hawaiian or Other Pa	3	0	3	3	2

White	45	15	30	12	4
Two or More Races	27	16	11	5	2
Economically Disadvantaged	447	125	322	202	89
Title I	22	9	13	5	1
Migrant					
LEP	146	62	84	46	19
Bilingual					
ESL	135	62	73	40	18
Special Ed	61	41	20	13	6
GT	24	0	24	23	20
At Risk	410	177	233	119	46
CTE					
Former Sped	2	0	2	1	0
Non-Cont. Enrolled	617	173	444	277	125
Cont. Enrolled	203	43	160	102	50

Campus Level Growth Measure for Patterson ES

Campus Counts

	Reading			Math			Algebra 1			English 2		
	DNM	Meets	Exceed	DNM	Meets	Exceed	DNM	Meets	Exceed	DNM	Meets	Exceed
4th	45	39	16	53	30	17						
5th	23	37	16	27	37	12						
6th												
7th												
8th												
High School												

Campus Percentage

	Reading			Math			Algebra 1			English 2		
	DNM	Meets	Exceed	DNM	Meets	Exceed	DNM	Meets	Exceed	DNM	Meets	Exceed
4th	45%	39%	16%	53%	30%	17%						
5th	30%	49%	21%	36%	49%	16%						
6th												
7th												
8th												
High School												

District Percentage												
	Reading			Math			Algebra 1			English 2		
	DNM	Meets	Exceed	DNM	Meets	Exceed	DNM	Meets	Exceed	DNM	Meets	Exceed
4th	36%	38%	25%	40%	35%	26%						
5th	21%	42%	37%	22%	46%	31%						
6th	40%	32%	28%	45%	42%	14%			100%			
7th	25%	44%	31%	39%	46%	15%	1%	3%	96%			
8th	26%	49%	25%	35%	58%	7%	6%	14%	80%			
High School							40%	34%	26%	41%	55%	4%

Academic Achievement Scale Score

Raw Score	A Cut Point	B Cut Point	C Cut Point	D Cut Point	Scale Score
49	60	53	41	35	77

Student Scores - 23-24 BOY Ren Reading; 23-24 BOY Ren Math

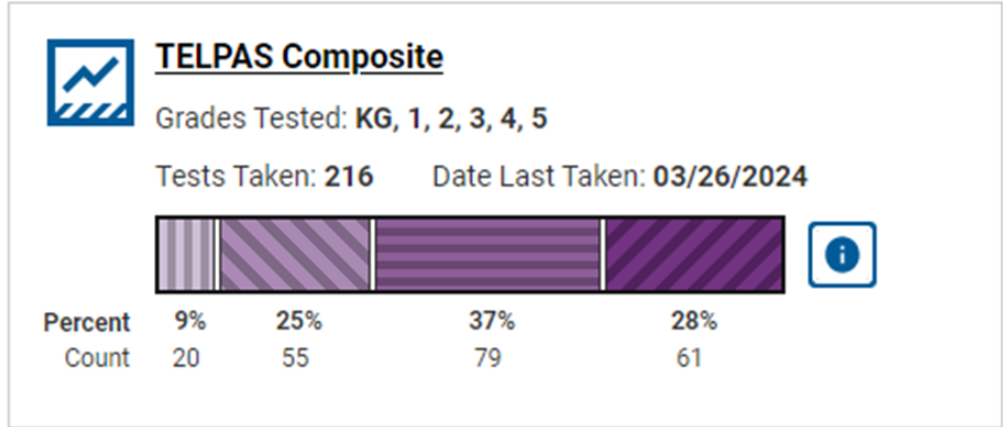
	23-24 BOY Ren Reading										23-24 BOY Ren Math					
	Total Students	Raw Score	Percent Score	Date Taken	District Benchmark				Growth Performance		Total Students	Raw Score	Percent Score	Date Taken	District Ben	
					Urgent Intervention	Intervention	On Watch	At Above Benchmark	Did Not Meet Growth	Met Growth					Urgent Intervention	Intervention
JAMES PATTERSON ELEMENTARY	697	895	47.35%	08/31/23	15.06%	12.77%	14.49%	57.68%	22.24%	77.76%	613	921	55.46%	08/28/23	9.46%	11.26%
Economic Disadvantage	496	891	44.27%	09/06/23	17.74%	13.91%	15.12%	53.23%	24.04%	75.96%	442	916	52.44%	08/28/23	10.41%	12.99%
Asian	156	897	52.45%	08/29/23	7.69%	14.1%	12.82%	65.38%	19.33%	80.67%	128	945	67.53%	08/31/23	4.69%	5.47%
Black/African American	348	900	48.47%	09/06/23	14.66%	11.78%	14.66%	58.91%	23.7%	76.3%	307	918	54%	08/28/23	10.1%	11.73%
Hispanic	137	881	39.72%	09/05/23	22.63%	14.6%	16.79%	45.99%	20%	80%	126	906	49.51%	08/31/23	11.11%	13.49%
Native Hawaiian/Pacific Islander	1	864	1%	08/25/23	100%	0%	0%	0%	0%	100%	1	927	8%	08/28/23	100%	0%
Two or More Races	26	909	50.81%	08/29/23	15.38%	7.69%	11.54%	65.38%	30.43%	69.57%	24	913	48.71%	09/07/23	8.33%	25%
White	29	889	40.93%	09/12/23	20.69%	13.79%	13.79%	51.72%	24%	76%	27	912	50.41%	08/28/23	14.81%	11.11%
Currently Emergent Bilingual	192	884	44.44%	09/05/23	14.06%	16.67%	15.1%	54.17%	25.52%	74.48%	160	927	55.66%	08/28/23	7.5%	8.12%
First Year of Monitoring	1	997	94%	08/31/23	0%	0%	0%	100%	0%	100%	1	943	94%	09/01/23	0%	0%
Second Year of Monitoring	4	1041	85.50%	08/29/23	0%	0%	0%	100%	0%	100%	4	990	86%	08/31/23	0%	0%
Special Ed Indicator	98	812	21.12%	09/05/23	55.1%	11.22%	17.35%	16.33%	29.63%	70.37%	84	853	23.75%	09/01/23	40.48%	25%

Student Scores - 23-24 EOY Ren Math; 23-24 EOY Ren Reading

	23-24 EOY Ren Math										23-24 EOY Ren Reading					
	Total Students	Raw Score	Percent Score	Date Taken	District Benchmark				Growth Performance		Total Students	Raw Score	Percent Score	Date Taken	District Benchmark	
					Urgent Intervention	Intervention	On Watch	At Above Benchmark	Did Not Meet Growth	Met Growth					Urgent Intervention	Intervention
JAMES PATTERSON ELEMENTARY	690	958	0%	05/02/24	6.23%	4.93%	8.26%	80.58%	27.33%	72.67%	699	949	0%	05/06/24	10.3%	10.3%
Economic Disadvantage	490	955	0%	05/06/24	7.14%	5.51%	10.2%	77.14%	28.72%	71.28%	499	947	0%	05/03/24	11.42%	12.22%
American Indian/Alaskan Native	2	954	0%	05/07/24	0%	50%	0%	50%	100%	0%	2	832	0%	05/06/24	50%	0%
Asian	155	963	0%	05/03/24	2.58%	2.58%	4.52%	90.32%	20.53%	79.47%	160	946	0%	05/06/24	6.25%	8.12%
Black/African American	344	957	0%	05/06/24	6.98%	6.98%	8.43%	77.62%	30.47%	69.53%	348	954	0%	05/03/24	10.34%	9.2%
Hispanic	133	955	0%	05/07/24	8.27%	3.01%	12.78%	75.94%	26.72%	73.28%	133	945	0%	04/30/24	12.03%	15.04%
Native Hawaiian/Pacific Islander	1	920	0%	05/07/24	100%	0%	0%	0%	100%	0%	1	857	0%	05/06/24	100%	0%
Two or More Races	27	966	0%	05/03/24	3.7%	0%	7.41%	88.89%	23.08%	76.92%	27	960	0%	04/30/24	7.41%	7.41%
White	28	950	0%	05/06/24	7.14%	3.57%	7.14%	82.14%	25%	75%	28	923	0%	05/03/24	21.43%	17.86%
Currently Emergent Bilingual	200	958	0%	05/06/24	5%	2.5%	8%	84.5%	19.9%	80.1%	204	937	0%	05/03/24	8.82%	13.73%
First Year of Monitoring	1	984	0%	05/02/24	0%	0%	0%	100%	100%	0%	1	988	0%	04/30/24	0%	0%
Second Year of Monitoring	4	1044	0%	05/07/24	0%	0%	0%	100%	25%	75%	4	1064	0%	04/30/24	0%	0%
Special Ed Indicator	86	891	0%	05/06/24	32.56%	13.95%	15.12%	38.37%	44.71%	55.29%	90	859	0%	05/03/24	45.56%	17.78%

Performance Distribution, By Program: JAMES PATTERSON EL, 2023-2024

Filtered By Test Administrations: All Test Administrations | Sorted By: Date Last Taken



Student Learning Strengths

- Renaissance360 Math Data increased from 67.37% (BOY) to 70.85% of students performing on grade level. (EOY).
- Renaissance360 Reading Data increased from 57.68% (BOY) to 80.56% of students performing on grade level. (EOY).
- Renaissance360 Math Data shows that each grade level (K-5) achieved at least one year's growth based on average grade level gains (at least a 1.0 increase in average grade level equivalencies).
- 91% of English Learners were rated as Intermediate or higher on TELPAS Assessment.
- End-of-Year performance percentages of non-proficient students on BAS were 1.56%, 4.2% and 0.78% in kindergarten, 1st, and 2nd grades respectively.
- 70% of Economically Disadvantaged Kindergarten Students are rated as On Track with TXKEA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Outcomes for 2024, were 69% for Math and 81% in Reading. Student ratings of approaches and above, remained largely the same as 2023 STAAR scores (69%-Math, 80%-Reading) signifying no substantial gains. There was nominal improvement in science (51% to 59%). **Root Cause:** There is a campus need for strengthened curricular and STAAR Redesign alignment with real-world, relevant mastery experiences in all tiers (I-IV) of learning. Additionally, there is a need for improved practices in empowering student ownership of learning. Students would also benefit by an increase in parent involvement in STAAR nights and Home-to-School Connection Workshops.

Problem Statement 2: Percentages of Urgent Intervention students who receive Special Education services are 32.56% (Literacy) and 45.56% (Math) according to Universal Screening Outcomes. Urgent Intervention outcomes are 21.43% (Literacy) for English Learners, and 20.6% (Literacy) for At-Risk Learners. **Root Cause:** Need for increased teacher capacity in applying high-yielding, research-based intervention strategies to respond appropriately to needs of special subpopulation students in Tiers II-IV (English Learner, At-Risk, and Special Education Students).

School Processes & Programs

School Processes & Programs Summary

Sources of Data Analyzed by CPAC Committee:

- Campus Support Team Data
- PLC and Lesson Design Team Agenda and Notes
- Professional Development Calendar
- Clubs (Art, Choir, Student Counsel, Honor Society, Safety Patrol, Library Club)
- Campus Mentorship Program to Recruit, Develop, and Retain Highly Qualified Staff
- Attendance Committees to analyze attendance data, develop plans to improve attendance based on needs, and implement monitor committee plans.
- Progress Monitoring Systems/structures to monitor student achievement (Common Formative Assessments, Student Support Team Meetings, Interim STAAR Test Administration)
- Student Support Team meeting agendas and action plans (SST).

School Processes & Programs Strengths

School Process/Programs

Strengths:

- **100% of District Designated Professional Development hours and staff trainings were used to equip JPE Faculty for high quality teaching and learning. Professional Development agendas were drafted in response to trending data from district and campus surveys and assessments.**
- **Teacher Professional Learning Communities, Lesson Design meetings, and Campus Improvement meetings were held with fidelity. Grade level PLCs convened every 6 school days. Lesson Design meetings were held weekly, and Campus Improvement Meetings were held quarterly. Teams and committees engaged in strategic instructional planning based on student performance data and trending operational data.**
- **Attendance Committee consistently monitored student attendance and partnered with our campus social worker to provide specialized attendance support for students with extenuating circumstances. attendance.**
- **New Teacher Mentorship Program to attract, train, and retain highly qualified faculty and staff.**

Snippings of Lesson Design Meeting Protocol

Date:	Lesson Design Protocol Support Document ELA (K-5)
Teacher:	
Big Idea	
Interactive Read Aloud (7-10 Minutes) Intention is to stretch students' thinking and engage	<ul style="list-style-type: none">➢ Priority Standard/ Competency/Learning Intention/Success Criteria➢ Daily Teaching Point for the lesson- "Today, I am going to teach you___"➢ Text (Authentic Text, please—refrain from daily videos. Okay 1 or 2 per week maximum)➢ Student Ownership- Chose at least one (1) (checklist, peer feedback, exemplar, rubric, goal set➢ Anchor Chart

<p>in literacy discussions about complex text</p> <p>****Tuesdays & Thursdays</p> <p>TEKS:</p>	<table border="1"> <tr> <td>Tues</td><td>100% (teaching point/materials/ daily LI and SC)</td></tr> <tr> <td>Thu</td><td></td></tr> </table>	Tues	100% (teaching point/materials/ daily LI and SC)	Thu			
Tues	100% (teaching point/materials/ daily LI and SC)						
Thu							
<p>****Wednesdays, Wednesdays, and Fridays (7-10 minutes)</p> <p>Shared Reading (K-2) Intention is to teach concepts about print reading behaviors/strategies 7-10 minutes total</p> <p>Close Reading (3rd-5th)</p> <p>TEKS:</p>	<ul style="list-style-type: none"> ➤ Priority Standard/Competency/Learning Intention/Success Criteria ➤ Teaching Point (Today, I am going to teach you...) ➤ Text (Authentic Text Please—refrain from videos) ➤ Student Ownership- Chose at least one (1) (checklist, peer feedback, exemplar, rubric, goal sett ➤ Anchor Chart <p>*****Please refer to the Shared Reading Section under the Instructional Delivery Tab Under Tier I instruction for a full explanation of the concept and the location of resources.</p> <p>*****Close Reading (3rd-5th): Please see the Close Reading Section under the Instructional Delivery Tab Under Tier I instruction in the curriculum/Schoolology. Also, Fountas & Pinnell Prompting Guides (Genre Specific) are available for checkout from our Specialists.</p> <table border="1"> <tr> <td>Mon</td><td>Text/Teaching Point/Materials/ Daily LI and SC</td></tr> <tr> <td>Wed</td><td></td></tr> <tr> <td>Fri</td><td></td></tr> </table>	Mon	Text/Teaching Point/Materials/ Daily LI and SC	Wed		Fri	
Mon	Text/Teaching Point/Materials/ Daily LI and SC						
Wed							
Fri							
<p>Mini-Lesson 7-10 Minutes</p> <p>*****FPC</p> <p>Minilesson</p> <p>Guidebook should</p>	<ul style="list-style-type: none"> ➤ Priority Standard/Competency/ Today/Learning Intention/Success Criteria ➤ Teaching Point- Today, I am going to teach you...:- ➤ Text (Authentic Text Please—refrain from daily videos. 1 to 2 videos per week at maximum) ➤ Student Ownership- Chose at least one (1) (checklist, peer feedback, exemplar, rubric, goal sett ➤ Anchor Chart <table border="1"> <tr> <td>Mon</td><td>Text/Teaching Point/Materials/ Daily LI and SC</td></tr> </table>	Mon	Text/Teaching Point/Materials/ Daily LI and SC				
Mon	Text/Teaching Point/Materials/ Daily LI and SC						

	Fri		
Student Ownership of Learning - Clarity <i>Students must have access to the ownership tools during mini-lesson, guided instruction, and independent <u>work</u></i>	<ul style="list-style-type: none">➤ Based on the LI and SC, what student ownership tools will you use to support teaching and learning? How will you teach students how to use the tools properly?➤ How will you facilitate the co-creation of checklist(s) with students based on the Success Criteria? What work samples will you use?➤ How will you gather work samples for the Learning Progression(s)? Where will the Learning progression(s) and work samples be posted in the classroom?➤ What conversation supports are required (<u>e.g.</u> accountable talk sentence stems, Glow and Grow talking stems for peer feedback, student checklists for self and peer feedback)➤ Can students explain what they are learning, why the learning is relevant to their daily lives, and what success looks like/how they will know that they are successful?		
Independent Practice/Workstations	<p>Do students have access to a variety of resources to help them work independently:</p> <ul style="list-style-type: none">▪ checklists for self and peer assessments▪ writing exemplars creating during the mini lesson▪ writing samples from modeled, shared, and interactive writing▪ accountable talk stems▪ book bag/bins▪ previous entries from their journals,▪ word wall (class and personal ones for students)▪ familiar texts from read aloud/shared reading.▪ Elkonin (sound) Boxes and manipulatives		

Learning Stations: include Criteria and/or checklists for each station. Students need to be able to self-monitor and own their learning	Station	Station Task/Learning Criteria/ SL	Materials Needed (Authentic Tasks)
	Word Work		
	Independent Reading		
	Writing		

Date:	Lesson Design Protocol Support Document Math (K-5)		
Teacher:			
Learning Intention			
Success Criteria			
Number Sense	➤ What is the Task/Routine?		
	Task/Routine	Aligned Concept or Skill	Data Tracking of Student Engagement
Math Task	➤ What is the Inquiry Task to launch a new concept (for new concepts only)		
	➤ What questions will be asked to monitor and probe student thinking?		
	Math Task	Aligned TEK and Concept	Questions to probe student thinking
FBISD Instructional Model			
	➤ Is the CRA model being followed with fidelity? ➤ What manipulatives will be used to support instruction at the concrete level? ○ What evidence will you collect to prove that students have mastered the concept at the concrete level before moving to representational, abstract? ○ How does the collected support the students' ability to apply and transfer their understanding across concepts? ➤ How will you accommodate students who need extended opportunities to practice at the concrete and/or representational levels? *****What manipulatives will be provided to students who are developing and progressing to support their understanding of concepts? ***** Manipulatives (CRA Model) (K-5th) : Please see the CRA Table Section under the Instructional Delivery Tab Under Tier I Instruction in the curriculum/Schoolology. Also, you will see a verbal description of how to use the manipulatives and how to follow the CRA		

Snipping from Classroom Walkthrough Protocol

*Revised CST Tool – JPE Campus Prioritized Focus- 2023-2024— Clarity

Learning Framework Classroom Clarity –			
	Observed		Not Observed
CC1. Instruction aligns to the rigor of the standards.			
CC2. Instruction aligns to the scope & sequence			
CC3. Instruction aligns to the instructional model/ lesson framework.			
CC4. Instruction aligns to the classroom learning intentions and success criteria and supports student ownership of learning.			
CC5. Teacher co-constructs learning success criteria with students in the classroom using exemplars or examples/non-examples so that students know what success looks like.			
CC6. Students can articulate what they are learning, why they are learning it, and what success looks like.			
CC7. Students engage in work that shows evidence of their thinking through authentic student work.			
CC8. (Teacher/ Student) Uses student work (exemplar, individual, or peer) to annotate success criteria.	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
CC9. (Teacher/ Student) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED

Learning Framework Feedback			
	Observed		Not Observed
F1. (Teacher/ Student) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
F2. (Teacher/ Student) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED

Snipping from Professional Learning Communities Protocol (PLC)

Wonderings...



Inspirations...



Suggestions / Next Steps...



Snipping from PLC Plan of Work

24-Jan	STAAR Formative Assessment LJAIA Review						
Jan 30th	STAAR Readiness- Calendar Creation and Lesson Design Planning For Intensive Review of Concepts						
Feb 7th -	Analysis of Week Performance Data STAAR - Progress Monitoring and Reflection- Review/Revision of Systems						
14-Feb	STAAR Bootcamp Lesson Planning						
28-Feb	STAAR Lesson Planning						
6-Mar	STAAR Science Interim Data Review						
20-Mar	Microteach	Effective Feedback Strategies				EAA	Outline the success criterias for formative tasks
27-Mar	Unit Plan/Calibration	Unit 8 Planning/DLA #2 Reading				Lesson Study	we can watch and discuss
3-Apr	Microteach	Small Group Instruction				Microteaching	Watch the video that correlates to the formative task and talk about what went well and what were the strategies students picked up the best and figure out how effective feedback will work before giving out the formative task
10-Apr	Calibration	DLA #2 Writing		Calibration	Math DLA #2	Check in	Check in and see how what strategies are working and if we need to make changes
Apr 24th	Progress Monitoring	Review REN and current reading data to	EAA		Math DLA	EAA	Analysis student work after students have completed the formative task
2-May	SLO goals and data	Teachers will revisit their SLO goals and data and input the needed evidence to support results from SLO.				SLO goals and data	Teachers will then revisit SLO goals and data and input evidence into Perform

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Approximately half of faculty members (52%) for the 2024-2025 school year have zero (0) to one (1) year's teaching experience in instructional practices for standards-based grading (FBISD Grading Pilot) and Student Ownership of Learning Practices. **Root Cause:** Challenges with new staff members being equipped with critical reasoning abilities and open-mindedness to successfully assimilate to standards-based grading/student ownership of learning practices in within one year's time.

Perceptions

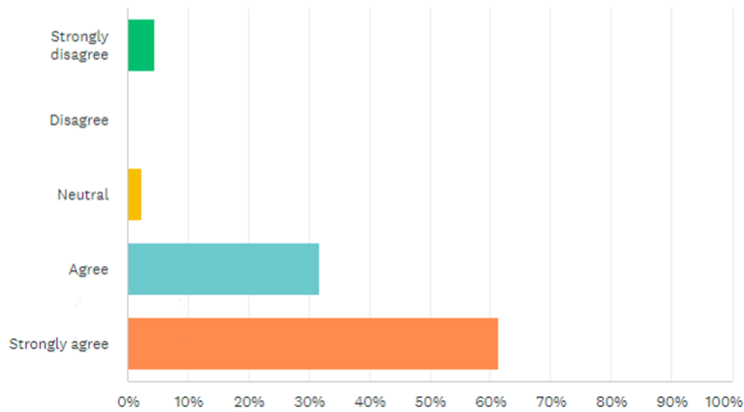
Perceptions Summary

Narrative of Findings

- **Campus Culture and PBIS Committees** worked to improve student dispositions (How do students view themselves and their capabilities as learners? What systems are needed to improve areas requiring growth?).
- **Campus Involvement Opportunities (Year-round)** welcomed school community guest and volunteers join in PTA committees, fine arts/stage productions, morale boosting committees, Field Day, Trunk-or-Treat Carnival, Choir performances, Astronomy Night, Family Fun and Fitness Night and all other school wide events.
- **Wellness Committee and Physical Education Faculty** sponsored monthly activities to improve staff and student morale (Biggest Loser Competition, Themed grazing tables, Games/Contests, appreciation days, dress-up days, fitness goal setting for Fitnessgram, healthy habits during morning announcements).

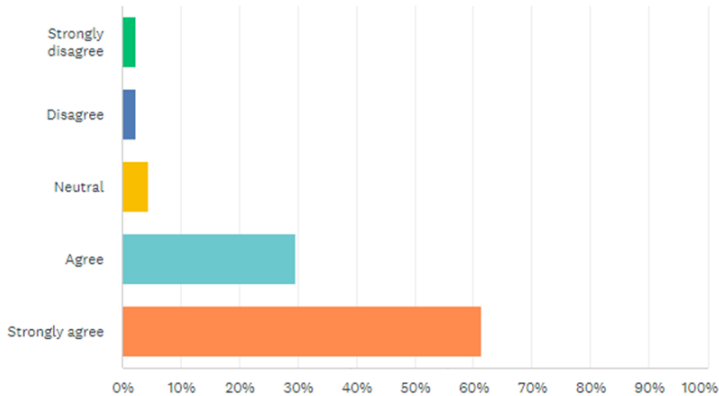
The administrator treats me with respect.

Answered: 44 Skipped: 0



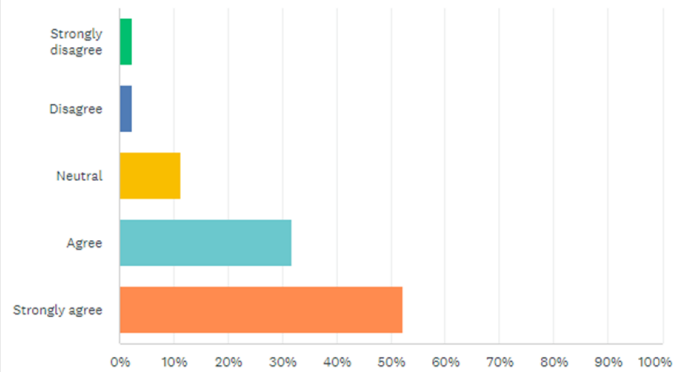
The administrator supports me in my work with students by providing clear goals and expectations.

Answered: 44 Skipped: 0



The administrator involves teachers in decision making and problem solving in a variety of ways.

Answered: 44 Skipped: 0

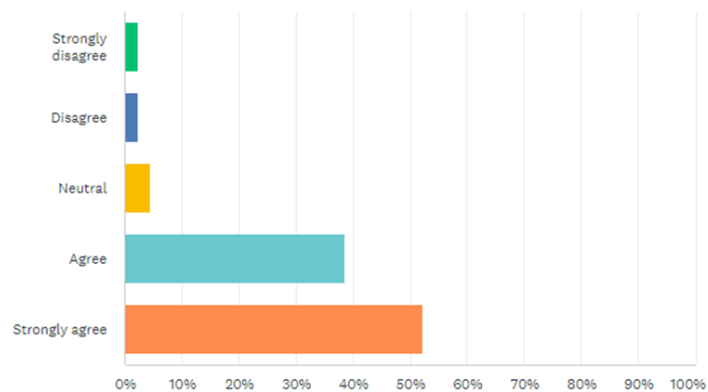


Q2



The administrator appears to have a strong understanding of instruction.

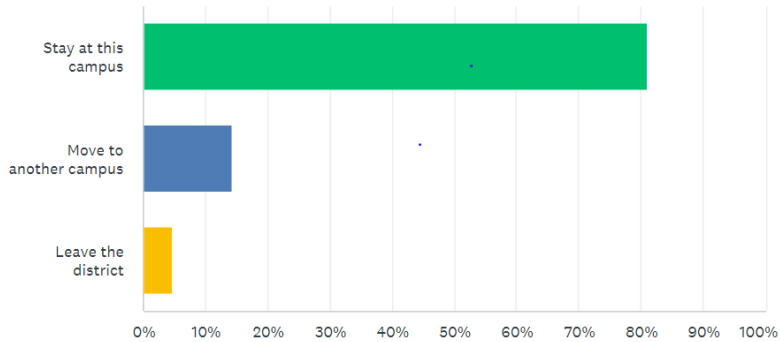
Answered: 44 Skipped: 0



If I had to decide today about working at this campus

next school year (24-25), I would:

Answered: 42 Skipped: 2



Perceptions Strengths

- 93.18% of staff feels the principal treats school community members with respect.
- 90.91% of staff feels the principal has a strong understanding of instruction.
- 90.92% of staff feels the principal supports staff and students with clear goals and expectations.
- Approximately 81% of staff stated their intention to return to Patterson Elementary for school year 2024-2025.
- 84.12% of staff feel included in campus decision-making.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although parent involvement in festive events has remained steady post-covid, parent involvement in academically related events has declined. **Root Cause:** Parents are reporting the post-Covid inflation requires both parents to work, which makes attending events more challenging.

Problem Statement 2: Throughout the 2023-2024 school, there has been an increase in the number of intermediate students reporting they feel fatigued at school. Many students reported not feeling adequately rested during STAAR Testing, which may have impacted students' abilities to perform at their full capabilities. **Root Cause:** Many students report they do not have a designated bedtime. Some shared they have long days, due to after school sports, dance, etc. Several others report challenges with prolonged hours on electronic devices, making it difficult to fall asleep at bedtime.

Priority Problem Statements

Goals

Goal 1: James Patterson Elementary will provide rigorous and relevant instruction that is responsive to the needs of all learners, in order to increase performance outcomes for every student by 1.5 years.

Performance Objective 1: By May 2025, James Patterson Elementary will improve the rigor, relevancy, and effectiveness of tiered instruction through FBISD Curriculum compliance, targeted intervention programming, facilitation of student ownership of learning, and STAAR Redesign Preparation. Targeted Outcomes are 1.5 years growth for all students. Improvement will be evidenced through the following indicators of success:

HB3 Goal

Indicators of Success: System Response 1: By May 2025, James Patterson Elementary will close student achievement gaps and grow every student (1.5 years minimum) by improving the effectiveness, rigor, relevancy, and alignment of tiered instruction, through:

- * FBISD Curriculum Adherence in instructional planning and delivery
- * FBISD Instructional Model Compliance in teaching and learning
- * Differentiated intervention programming for At Risk, Emergent Bilingual (includes ELs), Special Education Students, and students protected by HB3 4545
- * Embedding Practices that foster Student Ownership of Learning into daily instruction
- * Alignment of Daily Concepts and Spiral review Concepts (evidenced by learning gap data trends) to the rigor of STAAR Redesign

Improvement will be evidenced through the following indicators of success:

Formative Indicators of Success:

*By October, December, March, and May 2025, 80% of students will demonstrate adequate academic growth in reading and math (at least 5 months growth per quarter) on FBISD universal screener and STAAR Formative Assessments.

*By October, December, March, and May 2025, campus walkthrough data will demonstrate at least a 15% quarterly increase in the number of teachers delivering rigorous, curricular-aligned instruction that is real-world relevant to students (teacher/student clarity, curricular alignment, appropriate levels of rigor, and instructional model compliance).

*By October, December, and March 2025, teachers will participate in a minimum of two professional developments per quarter (to increase capacity in understanding the character and attributes of gifted learners in order to meet their enrichment needs for STAAR Mastery).

*By October, December, March, and May 2025, learning walk data will demonstrate at least a 15% quarterly increase in number of classrooms engaged in Student Ownership of Learning practices during Independent Work Time. (teacher/student clarity, peer/self- assessment, formative assessment, goal setting, and co-constructed ownership tools).

*By October, December, March, and May 2025, formal/informal science lab observations data will demonstrate at least a 10% quarterly increase in the number of science classrooms meeting the 90% laboratory engagement standard (newly increased).

*By October, December, March, and May 2025, PAW Time Intervention data will demonstrate at least an 18% quarterly increase in the number of small groups engaged in high-yielding, differentiated interventions (best practices) during Tier II- Tier IV instruction for At-Risk, Special Education, Emergent Bilingual, and English Learners.

*By October, December, March, and May 2025, STAAR readiness data will demonstrate at least a 20% quarterly increase in students engaged in STAAR-Aligned critical thinking and problem solving during STAAR Warm Ups and Lead4ward STAAR Groups.

*By October, December, March, and May 2025, parent involvement in Home-to-School-Connection Workshops and District/Campus Wellness Events will increase by a minimum of 15% per quarter.

*By October, December, March, and May 2025, all teachers of At Risk, Special Education, and Emergent Bilingual/EL Students will engage at least two Professional Developments per quarter (to deliver instruction that meets the targeted Tier I and Intervention needs of students in each subpopulation, respectively).

Summative Indicators of Success:

*By June May, the percentage of K-5 students meeting the targeted performance standard (1.5 year's growth) will increase from 73% to 85% in Math and 67% to 85% according to Universal Screening data (MAP).

*By May 2025, the percentage of 3rd - 5th grade students rated "Did Not Meet" in STAAR Testing will decrease from 41 % to 30% in Science, 31% to 20% in Math, and 19% to 10% in Reading.

*By May 2025, Patterson's GT subpopulation will increase from 2% in 2023-2024 to 5 % in 2024-2025, with 100% of intermediate GT Students scoring Masters on STAAR.

*By May 2025, ratings of at least Approaches will increase from 34% to 50% for Special Education students, 56% to 65% for At-Risk students, and 54% to 65% for Emergent Bilingual Students on STAAR Testing.

*By May 2025, parent involvement in Home-School Connection Events and Behavior, Health & Wellness Nights will increase from 50% in 2024 to 80% in 2025 .

*By April 2025, 100% of Intermediate Students (grades 3-5) will report feeling adequately rested for STAAR Testing as a result of increased parent involvement in District and campus .

Strategy 1 Details	Reviews			
<p>Strategy 1: In intensely focused weekly Lesson Design Meetings, teachers will work collectively to draft daily instructional plans that meet curricular goals and address students' needs. in relatable real-world scenarios.</p> <p>Lesson Design Criteria (below) will ensure:</p> <ul style="list-style-type: none"> * Lesson plans are appropriate in rigor, alignment, and pacing with FBISD Curriculum * Lesson plans comply with FBISD Content Instructional Models * Lesson plans delineate classroom discussion protocols and deliberate practice opportunities that meet the rigor of STAAR Redesign. * Lesson plans define the implementation of Visible Learning strategies to facilitate Student Ownership of Learning * Planning for formative assessments and progress monitoring is aligned with curriculum and instruction. * Differentiated Instructional meets the needs of At-Risk, Below Level, EB/EL, and Special Education Students. <p>Teachers will follow the FBISD Lesson Design Template to navigate Schoology effectively and draft lesson plans that meet planning criteria, curricular goals, and student needs.</p> <p>Strategy's Expected Result/Impact: Curricular-aligned instruction that is rigorous, relevant to students' everyday lives, and meets the respective needs of all students in Tiers I through IV.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Content Specialists, Grade Level Teams.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Cooperatively, teachers will engage in PLC Protocols to build capacity in designing and delivering Tier I instruction that is aligned to FBISD Curriculum and instructional models. Each grade level PLC will assemble every six (6) days. Foci for PLC plans of work includes:</p> <ul style="list-style-type: none"> * Instructional strategies for Student Ownership (including Clarity and feedback) * Building collective team efficacy to sustain well-functioning teams that deliver rigorous instruction. * Analyzing a variety of student performance data to plan lessons which address students' needs appropriately. * Standards-Based Grading Practices * Progress Monitoring of student performance in Data PLCs * TEKs and Curricular "Deep Dives" <ul style="list-style-type: none"> * Researched- Based Practices for Intervention programming * Strategies for meeting the needs of EB, Special Education, GT, and At-Risk Students <p>Each grade level (K-5) will actively engage in 17 PLC meetings during the 2024-25 school year. PLC protocols to support plans of work include Microteachings, Lesson Design Study (analysis), Learning Walks, Teaching and Learning Calibration, and Data Analysis (Evidence, Analysis, and Action)</p> <p>Strategy's Expected Result/Impact: Building shared governance among teachers for student achievement by fostering Collective Efficacy across grade-level teams. Deliver curricular-aligned instruction that is rigorous, relevant to students' everyday lives, and meets the respective needs of all students in Tier I instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Content Specialists, Grade Level Teams.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students who rated Approaches and below in STAAR Testing or Intervention and below in Universal Screening, will attend Breakfast Clubs, Mondays through Fridays, 7:15a.m.- 8:00a.m. to engage in STAAR remediation. Students will receive 30 hours of Intervention, per STAAR subject, in compliance with HB3 4545 mandates. 5th grade students who rate below proficient will engage in Science STAAR preparation.</p> <p>Strategy's Expected Result/Impact: High-yielding intervention strategies embedded into differentiated Tier II through Tier IV interventions to close learning gaps for At-Risk, Special Education, Emergent Bilingual/English Learners to comply with HB3 4545 mandates.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Content Specialists, Instructional Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: iReady Reading for Intervention and Enrichment - 199 General Fund - \$14,000</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers of Tier II, Tier III, and Tier IV will engage in seven (7) Professional Development Days to strengthen capacity in embedding high-yielding strategies into differentiated practices for below level, At-Risk, English Learners and Special Education, students. Teachers will attend trainings according to the respective subpopulations served.</p> <p>***High-yielding strategies include, but are not limited to:</p> <ul style="list-style-type: none"> * SIOP (Sheltered Instruction) * Explicit Instruction * Extended deliberate practice * Effective models of differentiated instruction * Multisensory approaches to Learning * Guided reading and Guided Math * Concrete modeling * Multi-way presentation of learning, etc. * Mastery Moment Facilitation during instruction <p>Gifted and Talented Professional developments will occur in six (7) combined before and after school sessions (to increase capacity in understanding the character, attributes, and academic needs of gifted learners in order to improve GT identification rates, approach state compliance mandates (9%), and ensure GT students receive appropriate enrichment opportunities to score Masters on STAAR.</p> <p>Strategy's Expected Result/Impact: Improved Instructional Intervention Programming which meets the needs of all At Risk, Special Education, Emergent Bilingual, and English Learners in Tiers I through IV instruction to improve student performance on STAAR and MAP by 1.5 years. Increased identification and improved enrichment opportunities for GT students to exceed 1.5 years growth target and Mastery on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administration, Content Specialists, Instructional Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
<p>Strategy 5: To improve Home-to-School Connection Workshop attendance, workshops will be held one hour before campus events with the highest parent attendance rates. Targeted Events: Trunk or Treat Carnival, K-5 Fine Arts Performances, Family Fun & Wellness Night, and STEAM Night Astronomy Night.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in Home-to-School Workshops and Behavior, Health & Wellness Nights in order to improve parent/student/teacher communication, and quality of parental involvement in student achievement. Other targeted outcomes include improved collective efforts between home and school to meet students' emotional, mental, and physical needs, furthering the empowerment of students ownership of learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Content Specialists, Parents, Instructional Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 2: James Patterson Elementary will maintain a safe, productive, and supportive environment for all learners.

Performance Objective 1: By May 2025, Patterson Elementary will empower students to take ownership of behavior by establishing clarity in guidelines for success, implementing campus-wide PBIS protocols with fidelity, and maintaining a positive learning environment that is emotionally and physically safe.

Indicators of Success: Formative Indicators of Success:

*By October, December, March, and May 2025, 100% of instructional staff will attend a minimum of two quarterly trainings in PBIS foundational practices to improve articulation of success guidelines and fidelity in PBIS protocol adherence campus wide.

*By October, December, March, and May 2025, teachers will engage students in weekly community circles to teach appropriate behavior, facilitate student self-assessment of their actions, and co-construct behavior goals with action plans for attainment.

*By October, December, March, and May 2025 students will engage in a minimum of two (2) guidance lessons per month with the counselor to improve peer-to-peer interactions, shared responsibility for physical & emotional safety, and ownership of student behavior.

*By October, December, March and May 2025, quarterly discipline referrals will decrease by a minimum of 10% as students begin to receive adequate support for mental, emotional, and physical challenges while learning to own their behavior.

*By October, December, March and May 2025, PBIS formative walkthrough data will demonstrate at least a 15% quarterly increase in the number of classes complying with PBIS protocols, using common language in redirecting behavior, and taking accountability to interact appropriately with others in hallways, playground, dismissal areas, cafeteria, outclasses, and classrooms.

*By October, December, March, and May 2025, parent and teacher participation in District Mental Health & Wellness seminars and campus wellness events will increase by a minimum of 15% each quarter.

Summative Indicators of Success:





*By May 2025, the percentage of students reporting they feel respected and cared for by their peers will increase from 79% to 90% according Student Engagement Survey Results.

*By May 2025, the number of students who report they attend a safe and quality school will increase from 82%% to 90%.

*By May 2025, the number of discipline referrals for the school year will decrease by 10% .

*By May 2025, 100 % of all students will report themselves as adequately rested and prepared to engage successfully in STAAR Testing and EOY Universal Screening (MAP).

Strategy 1 Details		Reviews			
Strategy 1: As part of progress monitoring, The PBIS committee will meet monthly to analyze discipline data and review current PBIS Protocols to gauge: * Levels of campus responsiveness in meeting student needs for behavior support * Degree of clarity in the articulating Guidelines of Success * Effectiveness in promoting student ownership of behavior. * Teacher fidelity in following PBIS protocols to maintain campus-wide implementation. * Needs for refinement of current PBIS plans. * Levels of efficacy in community circle meetings and guidance lessons * Data Trends (monitor & adjust PBIS protocols) Strategy's Expected Result/Impact: Full implementation of a Campus PBIS Plan, which maintains an effective, safe learning environment for students. Staff Responsible for Monitoring: Campus Administration, PBIS Committee, Counselor, Instructional Staff. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
Strategy 2 Details		Reviews			
Strategy 2: Throughout all phases of daily campus activity, PBIS protocols will be consistently reinforced by continual reference to guidelines for success when teaching, redirecting, or discussing behavior. Foci for teacher conversations with students will include: * Learning Intentions, Success Criteria, and co-constructed checklists for student behavior * Collective and individual responsibilities of teacher and students in establishing a productive community of learners * Clear articulation of behavior expectations (Teacher/Student Clarity in Guidelines for Success) * Use of common campus language when addressing behavior * Empowering students to take behavior accountability and respond appropriately (ownership). * Positive conflict resolution * Strategies to support students in self-regulation Strategy's Expected Result/Impact: Full implementation of a Campus PBIS Plan, which maintains an effective learning environment for well-adapted students. Staff Responsible for Monitoring: Campus Administrator, Counselor, PBIS Committee, Instructional Staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During six (6) monthly faculty meetings facilitated by campus administration, and three (3) professional development sessions facilitated by District Behavior, Health & Wellness Representatives, all staff will engage in focused PBIS training and action planning, which includes:</p> <ul style="list-style-type: none"> * Improving efficacy in PBIS Protocol adherence * Increasing capacity in best practices for maintaining fidelity in classroom routines and campus-wide behavior systems * Implementing strategies for teaching positive behavior, behavior self-assessment, and positive conflict resolution * Planning, calendaring, and designing community circle lessons (aligned with FBISD SEL Curriculum). * Supporting students with mental and emotional health challenges (which adversely affect behavior) * Discourse regarding research-based mental Health & Wellness strategies for employees, District Resources, and Health/Wellness information platforms (FBISD Livewell App), available to support all employees in managing any personal factors that may impede abilities to remain calm and objective when addressing student behavior and other everyday challenges at work. <p>Strategy's Expected Result/Impact: Improved articulation of success guidelines and fidelity in overall PBIS protocol adherence in working with students. Trainings will occur in six (6) monthly faculty meetings and three (3) sessions led by Department of Behavior, Health & Wellness representatives. In each training, teachers will also be informed of district mental health & wellness resources and platforms. to improve articulation of success guidelines and fidelity in PBIS protocol adherence.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, School Social Worker</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Promote Health & Wellness Learning Opportunities by disseminating monthly Wellness event calendars, emails, Schoology messaging, parent phone calls, and face-to-face solicitation to encourage parent and staff participation in Behavior, Health, & Wellness Events to improve home and school facilitation of mental, emotional, and physical wellbeing of students. Events include Campus Wellness Nights, WCH Webinars, and School Health Advisory Council representation (SHAC).</p> <p>Strategy's Expected Result/Impact: Improved collective parent-teacher responses to students with behavioral challenges stemming from mental, emotional, and physical health issues including, but not limited to fatigue. Increase in the number of students reporting adequate rest at night, so they are equipped to be academically, behaviorally, and socially successful in school.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Parents, Instructional Staff</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	iReady Reading for Intervention and Enrichment		\$14,000.00
Sub-Total					\$14,000.00