Kennedale Independent School District

RF Patterson Elementary School

2023-2024

Mission Statement

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

Vision

Engage, Enrich, Equip, Excel

Core Beliefs

We believe:

- Student success is a top priority.
- Each student brings value to the learning environment.
- A physically and psychologically safe environment enhances learning.
- Our students deserve a teacher who is passionate about learning in every classroom every day.
- Learning is a shared responsibility that requires active involvement by students, staff, families, and the community.
- Continuous professional growth of faculty and staff is essential for student success.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 25, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

CNA Presentation

Demographics

Demographics Summary

1. The RFP attendance rate has not increased, because better communication about the importance of attending school all day, every day is needed.
   - This information will be added to the Campus Compact.
   - A paper copy of the Campus Compact will be sent home at the beginning of the year and also emailed to parents.
   - The Principal will stress the importance of school attendance at Parent Information Meetings in September and throughout the year via Blackboard emails, weekly newsletters and Facebook.
   - The Teachers will stress the importance of school attendance at Parent Information Meetings in September and throughout the year via Blackboard emails and weekly newsletters.
   - Consider a school-wide attendance incentive.
2. The number of office referrals in each grade level is inconsistent, because the teaching of the school-wide expectations is not aligned between the grade levels.
   - A committee of teachers has been meeting this summer to align the teaching of the school-wide expectations in all grade levels.
   - Teachers will incorporate campus expectations during morning SEL circle time.

   3. The Hispanic population is in need of academic support, because they are not making as much progress as other ethnicity sub-populations.

Demographics Strengths

- The number of students that qualified for special education (12.4%-14.5%) and dyslexia (2.9%-3.5%) services increased. The campus Care Team is doing a good job of identifying students that should be tested.
- Percentage of students identified as "At-risk" has declined.
- Number of male teachers increased from 1 to 4.
- Majority of teachers have over 10 years experience.
- Twice as many teachers have master's degrees than the prior school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic population is in need of academic support. **Root Cause:** The population is growing and they are not making adequate progress because their needs are not being met.

Problem Statement 2: The number of office referral in each grade level is inconsistent. **Root Cause:** The school-wide PBIS expectations are not being taught consistently.

Student Learning

Student Learning Summary

1. The students that receive special education services made the least amount of academic growth, because lack of personnel made it difficult to provide needed inclusion support.
   - Campus administration will develop the special education service schedule to ensure all required IEP minutes are met.
   - Campus administration will ensure that special education teaching positions are filled in a timely manner.
2. Not all students had the ability to monitor their own data because the focus was predominately on 3rd through 5th grade students this school year.
   - A data binder summer committee is meeting to develop and align data binders 1st through 5th grades.
3. Some students needing Reading and Math Intervention were not able to receive both because of shortened intervention times in the master schedule.
   - Campus administration will ensure that all students will have an opportunity for intervention by allotting the services within 1 hour grade level blocks.

Student Learning Strengths

- In Reading and Language, MAP showed gains in all areas except 5th due to schedule changes involving students and teacher.
- The strongest gains were in 4th grade. Common Assessments (CAs) reflect similar results with 4th grade being the strongest.

- For both ELAR and Math, intervention shows to be highly effective in closing gaps and helping to increase scores on MAP and CAs. across all grade levels.

- The structure and consistency of CAs showed to be effective for most grades, especially 4th, but some flexibility on timing would likely increase these results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The students that receive special education services made the least amount of academic growth.   **Root Cause:** Lack of personnel made it difficult to provide necessary inclusion support.

Problem Statement 2: Not all students had the opportunity to monitor their own data.   **Root Cause:** Student data collection was focused on grades 3rd-5th.

Problem Statement 3: Students in grades 3 through 5 made minimal progress on the state assessment.   **Root Cause:** Teachers needed more training on district-provided resources.

Problem Statement 4: Some students needing Math and Reading intervention only received one or the other.   **Root Cause:** Limited WIN time was scheduled in the master schedule.

School Processes & Programs

School Processes & Programs Summary

Students receiving special education services are not making adequate progress because the following are not aligned: teaching strategies for STAAR grade levels within math and reading, daily implementation of accommodation folders/designated supports in <u>all</u> grade levels and PLC/Collaborative planning between general education and special education teachers/services to create consistency in instructional skills focus when outside of the classroom. A summer accommodation alignment committee is meeting to align special education, 504 and MTSS accommodation folders in every grade level that will be passed to the next grade level with the student. Daily small group instruction/station practice in <u>all</u> grade levels for intervention of below level, on level and above level students is not consistent because it is not outlined in the master schedule. Campus administration will outline the master schedule to designate specific time blocks for small group instruction. Students and parents continue to be concerned with bullying, and behavior in general, because more time needs to be dedicated to SEL (Social Emotional Learning) with fidelity across all grade levels. In the coming year, our campus needs to dedicate 20 minutes per day across all grade levels for SEL to implement with fidelity. A summer SEL/PBIS committee is meeting to align SEL lessons with morning circle time.

School Processes & Programs Strengths

- Use of district approved curriculum to maintain consistency of instruction
- Implementation of the TEKS Resource Scope and Sequence, Instructional Focus Documents and TEKS Clarification Document to ensure depth and rigor of instruction
- PLC process for planning and data analysis with general education grade level team members
- Incorporation of SEL circles and purposefully, planned student interactions to build classroom relationships
- Emphasis on critical thinking skills, hands-on activities and real life connections within each subject
- Common Assessments as designated data points for improving and differentiating small group instruction
- Specific Grade levels using accommodation folder /designated supports daily to increase success of Sped/504/MTSS students
- Utilization of WIN time and MTSS meetings to meet student learning needs

- The campus is built on a bedrock of trust through open communication both on campus and with the community. Three categories that showcase our campus leadership: 95% of employees feel respected by their administration, 85% feel support in taking risks or trying something new and 90% of teachers find our administration trustworthy.
- All teachers have the opportunity to share concerns with their team leaders. They in turn are able to bring these concerns to the principal's attention and address them. It is the campus consensus that our staff meetings are always timely, relevant and informative.
- Weekly checks and 3 week checks, we are able to use one-on-one, small group, and both formal and informal observations and assessments to monitor student progress and closing the learning gaps of individual scholars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parents would like more detailed information about specific academic classroom activities.   **Root Cause:** Not all grade levels sent home a weekly newsletter.

Problem Statement 2: Parents would like to see more after-school, extra-curricular activities.   **Root Cause:** RFP offers limited after-school, extra-curricular activities.

Perceptions

Perceptions Summary

1. Students with special needs are not included to the fullest extent on campus, because there is a need for purposeful planning among all students and grade levels.
   - Develop a mentor/buddy program between general education students and students with special needs.
   - Ensure every student with special needs is enrolled in a homeroom class to share special, lunch and homeroom activities with.

Perceptions Strengths

- We are proud to host events such as Math & Science Night, Literacy Night, Open House, Curriculum Night, classroom parties, Open Lunch, etc. that involve our families and community members.
- We participate in KISD events such as: 4E Expo, Fall Trunk or Treat and Bunny Hop.
- We also offer family outreach opportunities such as Coffee with the Principal and parenting resource classes.
- We are fortunate to have an amazing counselor and social worker on staff full time at RFP. They provide many resources to our parents.
- Strong PTO involvement
- Positive parent feedback from events that combine the 2 elementary campuses and all KISD campuses together.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus staff population does not match the student population.   **Root Cause:** There has been rapid growth in the Hispanic population.

Problem Statement 2: Students with special needs are not included to the fullest extent on campus.   **Root Cause:** The lack of purposeful planning among all students and grade levels.

Problem Statement 3: Parent survey results indicated concerns about bullying between students.   **Root Cause:** Limited pro-active approach to teaching appropriate behaviors and recognizing kindness.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: May 25, 2023

Goal 1: Student Achievement: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 1: R. F. Patterson Elementary staff will prepare all students to meet or exceed grade-level expectations for learning by providing a guaranteed and viable curriculum, aligned assessments, aligned instructional materials, and student-centered instructional strategies across all content areas.

HB3 Goal

Evaluation Data Sources: State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8, TELPAS, TAPR, texasassessment.gov

Strategy 1 Details
Strategy 1: R. F. Patterson Elementary staff will meet with campus administration, interventionist, special education teachers, and gifted and talented teachers one week a month in Professional Learning Communities to assure compliance and provide teacher support.
Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% decrease in nine-week failure rate; 2% increase in course passing rate, 5% increase in STAAR Reading and Math scores, PLC data and documentation. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: R. F. Patterson Elementary teachers will use instructional materials that are aligned with the Texas Essential Knowledge and Skills, including Amplify, StemScopes Math and StemScopes Science and Summit K-12 to support quality instruction.
Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% decrease in nine-week failure rate; 2% increase in course passing rate, 5% increase in STAAR Math & Reading scores, Walk-through data, increase TELPAS scores. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: R. F. Patterson Elementary teachers will use research-based instructional strategies daily, including Fundamental 5 and Lead4Ward, to strengthen Tier 1 instruction and target the unique needs of diverse learners.

Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% decrease in nine-week failure rate; 2% increase in course passing rate, 5% increase in STAAR Math & Reading scores, Walk-through data

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: All R. F. Patterson students will track their own progress by recording their data in their data binder or on an individual scorecard and indicate a specific high-achieving goal for MAP and 2024 STAAR.

Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% decrease in nine-week failure rate; 2% increase in course passing rate and 5% increase in STAAR Math & Reading scores.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: An hour long WIN (what I need) time will be built in the master schedule, so students may receive both Math and Reading Intervention if needed.

Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% decrease in nine-week failure rate; 2% increase in course passing rate and 5% increase in STAAR Math & Reading scores.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: R. F. Patterson campus administration will place teachers in grade level positions based on level of education and experience to develop high effective instructional teams.

Strategy's Expected Result/Impact: State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8, TELPAS, TAPR, texasassessment.gov

Strategy 7 Details

Strategy 7: Campus administration and Interventionists will meet to debrief on Professional Learning Committee meetings and meet with teams of teachers every Friday for Care Team.

    Strategy's Expected Result/Impact: State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8, TELPAS, TAPR, texasassessment.gov

Goal 1: Student Achievement: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 2: R. F. Patterson Elementary students will participate in programs and activities to promote post-secondary readiness for all students.

HB3 Goal

Evaluation Data Sources: Program enrollment and completion, student survey data

Strategy 1 Details
Strategy 1: R. F. Patterson Elementary students will participate in a campus-wide Career Fair to explore a variety of future opportunities.
Strategy's Expected Result/Impact: Student survey data, Career Fair interest surveys
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: R. F. Patterson Elementary students will participate in Xello, an on-line career pathway program.
Strategy's Expected Result/Impact: Survey data

Goal 1: Student Achievement: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 3: R. F. Patterson Elementary teachers will participate in professional learning opportunities that are relevant to individual roles, responsibilities and populations served.

 Evaluation Data Sources: Vector survey results, Professional Development agendas and training documentation, BrightBytes Clarity data, Curriculum Toolbox Usage Reports, PLC agenda, Dyslexia start/end Dates in CALT's Attendance Records, RTI/CARE Team Documentation,

Strategy 1 Details
Strategy 1: R. F. Patterson Elementary teachers will receive professional development on instructional materials and strategies, including Fundamental 5, Lead4Ward, Amplify, Summit K-12, StemScopes Math and StemScopes Science.
Strategy's Expected Result/Impact: The percentage of students on track to meet grade level norms in all MAP Growth tested content areas will increase by 2% annually in each demographic and program. The percentage of students on track to meet projected growth measures in all tested content areas will increase by 2% annually in each demographic and program. The degree of alignment during instructional calibration walks will increase by 2% annually and 5% increase in STAAR Math & Reading scores.

Strategy 2 Details
Strategy 2: R. F. Patterson Elementary teachers will participate in ongoing training and support on using NWEA MAP data to ensure every student and student subgroup demonstrate academic growth at the expected rate.
Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually and 5% increase in STAAR Math & Reading scores.   **TEA Priorities:**   Build a foundation of reading and math, Improve low-performing schools   **- ESF Levers:**   Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details
Strategy 3: R. F. Patterson teachers will demonstrate their knowledge obtained during professional development sessions by sharing lessons and teaching strategies they have used in their classroom.
Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually and 5% increase in STAAR Math & Reading scores.   **TEA Priorities:**   Build a foundation of reading and math, Improve low-performing schools   **- ESF Levers:**   Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 2: Engaged Students, Families, and Community: We will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 1: R. F. Patterson Elementary staff will provide opportunities for parental involvement through community projects and events.

Evaluation Data Sources: Climate Survey
Parent Survey
Attendance sign-in documents

Strategy 1 Details
Strategy 1: R. F. Patterson Elementary students and families will participate in events sponsored by the campus, including Open Houses, Curriculum Nights, Math & Science Night, Literacy Night and End-of-the-Year Awards.

Strategy's Expected Result/Impact: Parental sign-in sheets
Surveys
 	
    TEA Priorities:
Build a foundation of reading and math
  - **ESF Levers:**
Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: R.F. Patterson Elementary staff and parents will plan and participate in activities with J. F. Delaney Elementary to increase community involvement, including the Fall Festival and Bunny Hop.

Strategy's Expected Result/Impact: Increased community involvement, higher scores on community survey.
 	
    TEA Priorities:
Build a foundation of reading and math
  - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: R. F. Patterson Elementary administration and staff will work directly with the Parent Teacher Organization to align community events with the campus Google calendar.

Strategy's Expected Result/Impact: A variety of community events for parents to choose form, higher community survey results
 	
    TEA Priorities:
Improve low-performing schools
  - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 2: Engaged Students, Families, and Community: We will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 2: R. F. Patterson Elementary students will participate in an extra or or co-curricular activity provided by the campus.

Evaluation Data Sources: Increased student participation in extra or co-curricular events
Climate Survey
Student Survey
Staff Survey
Parent Survey
Program enrollment

Strategy 1 Details
Strategy 1: R. F. Patterson Elementary students will be offered extra or co-curricular activities, including Art Club and Choir.
Strategy's Expected Result/Impact: Increased student participation in extra or co-curricular events Climate Survey Student Survey Staff Survey Parent Survey Program enrollment

Strategy 2 Details
Strategy 2: R. F. Patterson Elementary students will be offered the opportunity to participate in off-campus field trips that support the Texas Essential Knowledge and Skills, including Camp Grade Spruce, the Ft. Worth Zoo and State supported Texas History activities in Austin, Texas.
Strategy's Expected Result/Impact: Increased student participation in extra or co-curricular events Climate Survey Student Survey Staff Survey Parent Survey Program enrollment

Goal 2: Engaged Students, Families, and Community: We will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 3: R. F. Patterson Elementary staff will use multiple and appropriate modes of communication to encourage stakeholder input and participation in the education process.

    Evaluation Data Sources: Participation in campus/district events, Parent and Community Survey Data, Program Attendance, Social Media Metrics

Strategy 1 Details
Strategy 1: R. F. Patterson (RFP) Elementary administration and staff will communicate with students and the community through a variety of platforms, including the RFP website, RFP Facebook page, RFP Instagram page, Blackboard emails, KISD App, grade level newsletters, daily communication folder, phone calls and notes home.
Strategy's Expected Result/Impact: Increased student and parent participation in extra or co-curricular events Climate Survey Student Survey Staff Survey Parent Survey Program enrollment

Strategy 2 Details
Strategy 2: R. F. Patterson Elementary administration and staff will communicate with students and families in English and their native written language.
Strategy's Expected Result/Impact: Increased student and parent participation in extra or co-curricular events Climate Survey Student Survey Staff Survey Parent Survey Program enrollment

Strategy 3 Details
Strategy 3: All parents at R. F. Patterson Elementary will receive a weekly newsletter developed by the classroom teachers with specific academic information, as well as, upcoming dates and events.
Strategy's Expected Result/Impact: Increased positive feedback on Climate Survey Student Survey Staff Survey Parent Survey Program enrollment

Goal 2: Engaged Students, Families, and Community: We will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 4: R. F. Patterson Elementary staff will monitor and communicate the state attendance requirements for students and campus expectations for arrival and dismissal times.

High Priority

Evaluation Data Sources: Attendance records

Strategy 1 Details
Strategy 1: R. F. Patterson campus administration will communicate attendance expectations with families every other week in a newsletter.
Strategy's Expected Result/Impact: Increased attendance rates

Strategy 2 Details
Strategy 2: The R. F. Patterson Elementary'sTitle 1 Compact will outline campus expectations for attendance and will be sent home the first week of school, published on the campus website and sent to families in a newsletter every other week.
Strategy's Expected Result/Impact: Increased attendance rates

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 1: Tier 2 and Tier 3 behavior support will be provided through a Redirect and Refocus (R & R) program.

    Evaluation Data Sources: R & R data
    CEIS report
    Counselor referrals
    Discipline reports
    Student Surveys

Strategy 1 Details

Strategy 1: R. F. Patterson students will set behavior goals and monitor their own data.
    Strategy's Expected Result/Impact: Discipline referrals reduce by 2%.
    Counselor referrals reduce by 2%
 	
    ESF Levers:
    Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: R. F. Patterson students will be trained on de-escalation strategies when they are sent to the R & R classroom.
    Strategy's Expected Result/Impact: Discipline referrals reduce by 2%.
    Counselor referrals reduce by 2%
 	
    TEA Priorities:
    Improve low-performing schools
    - **ESF Levers:**
    Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 2: The RFP PRIDE Committee will revise and maintain a school-wide program with 100% participation from students and staff.

Evaluation Data Sources: Climate surveys
Conduct reporting forms
Discipline data/records
Pride Committee resources/documentation

Strategy 1 Details
Strategy 1: Implement PBIS PRIDE Matrix which outlines behavioral expectations in all areas of the school, including Classroom, Hallway, Restroom, Cafeteria, Specials and the bus.
Strategy's Expected Result/Impact: Reduce discipline referrals by 2%   Reduce Bullying Investigations by 2%   Student Survey   Community Survey   **TEA Priorities:**   Improve low-performing schools   - **ESF Levers:**   Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: R. F. Patterson staff and students will recite, practice and discuss the PBIS expectations daily.
Strategy's Expected Result/Impact: Reduce discipline referrals by 2%   Reduce Bullying Investigations by 2%   Student Survey   Community Survey   **TEA Priorities:**   Improve low-performing schools   - **ESF Levers:**   Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: R. F. Patterson (RFP) Teachers will receive "Wildcat Cash" when they are in a designated area and their class is following the PBIS expectations. **Strategy's Expected Result/Impact:** Reduce discipline referrals by 2% Reduce Bullying Investigations by 2% Student Survey Community Survey

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 3: R. F. Patterson staff and students will participate in Capturing Kids' Hearts activities throughout the school day.

 Evaluation Data Sources: Climate surveys
Counseling referrals
Discipline data/records

Strategy 1 Details

Strategy 1: R. F. Patterson Elementary staff and students will participate in morning circles during dedicated Social-emotional learning time to share "good things."
  Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
 Reduce Bullying Investigations by 2%
 Student Survey
 Community Survey
 	
  TEA Priorities:
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: R. F. Patterson staff will recognize students for being kind by writing a Kindness Paw (Affirmations) which will be read over the morning announcements daily.
  Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
 Reduce Bullying Investigations by 2%
 Student Survey
 Community Survey
 	
  TEA Priorities:
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: Teachers will develop a social contract with their class to establish behavior norms in the classroom environment.   **Strategy's Expected Result/Impact:** Office referral data will decrease by 10%.

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 4: R. F. Patterson Elementary students will participate in social/emotional programs provided by the counselor and social worker to prevent bullying.

> **Evaluation Data Sources:** Climate surveys
> Counseling referrals
> Discipline data/records

Strategy 1 Details
Strategy 1: R. F. Patterson Elementary students will participate in guidance lessons that emphasize positive character traits.
Strategy's Expected Result/Impact: Climate surveys Counseling referrals Discipline data/records

Strategy 2 Details
Strategy 2: R. F. Patterson Elementary students will participate in campus events to promote a healthy well-being such as Suicide Awareness & Prevention Week, Red Ribbon Week, Kindness Day, Unity Day, Bullying Prevention and National Counselor's Week.
Strategy's Expected Result/Impact: Climate surveys Counseling referrals Discipline data/records

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Print Plan for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On

Policy Documents & Addendums