

Fammatre

# **LCAP Presentation**

goal 3

# Positive School Climate, Environment, and Culture

# MASLOW'S HIERARCHY OF NEEDS



# Community spread has not happened at Fammatre.

This gives a feeling of safety to staff, families, and students.

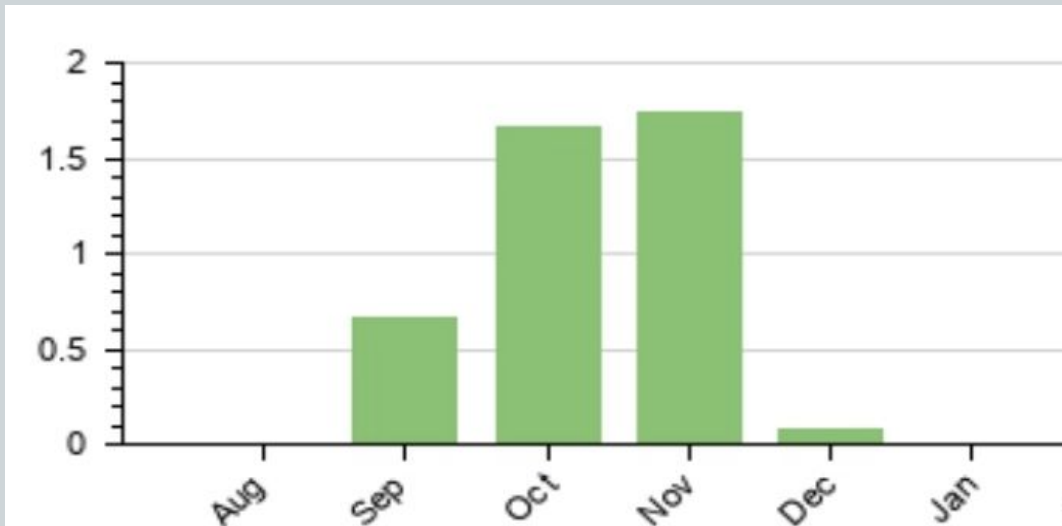
This enables us to move forward with events for our community re-establishing our bonds.





## SWIS Data

Number of Referrals per Day



## Addressed Through:

- PBIS
- Second Step
- Noon Duty Supervisors
- Valley Sports
- Counseling Services
- Parent led Noon time activities



Token Tower



Four Be's Box

PBIS

# Social Emotional Learning

We are focusing on the adopted Second Step Curriculum and implementation of the Zones of Regulation with support from Student

## ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focussed Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

## Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

1 Little Problem

2 Medium Problem

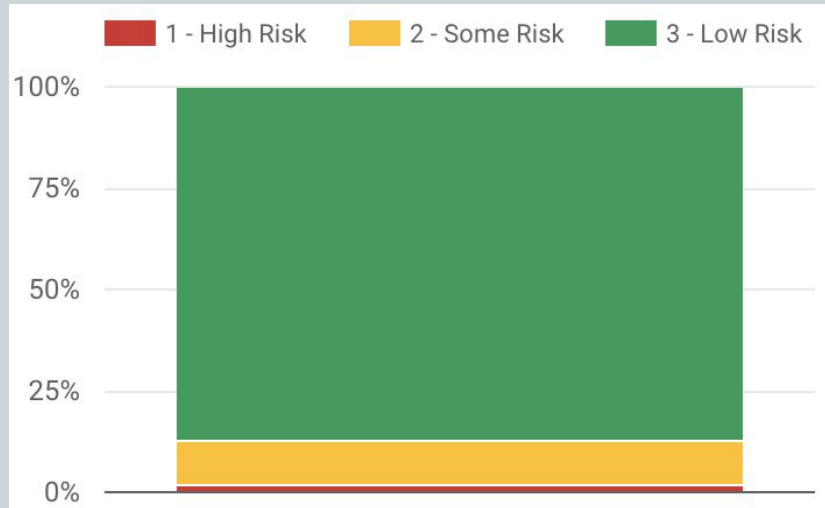
3 Big Problem

4 Huge Problem

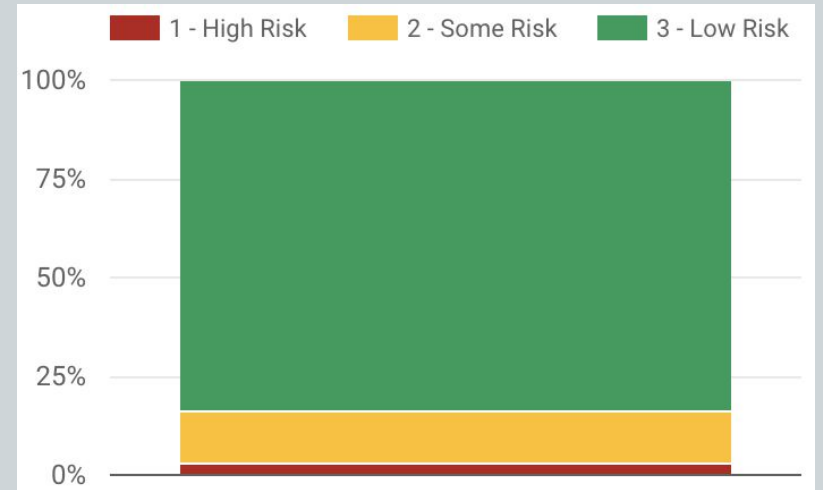
## HOW CAN YOU HELP YOURSELF?

The BLUE Zone	The GREEN Zone	The YELLOW Zone	The RED Zone
HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?
SAD TIRED BORED MOVING SLOWLY	HAPPY OKAY FOCUSSED READY TO LEARN	NERVOUS CONCERNED SILLY NOT READY TO LEARN	ANGRY FRUSTRATED SCARED OUT OF CONTROL
WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?
TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CALM AND	TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHS ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP

## SAEBRS Data

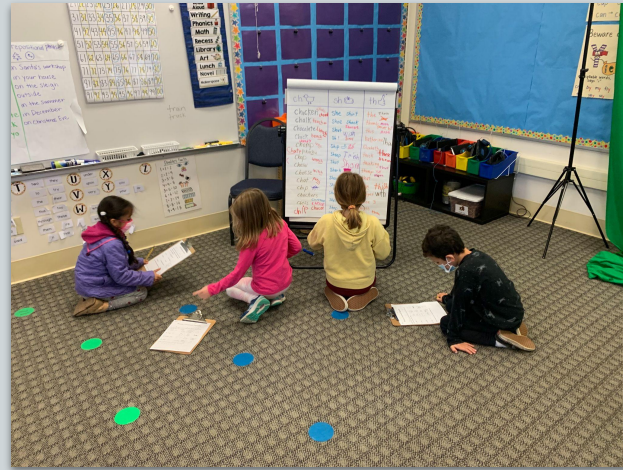


Fall Teacher SAEBRS Ratings



Fall MySAEBRS ratings (student)

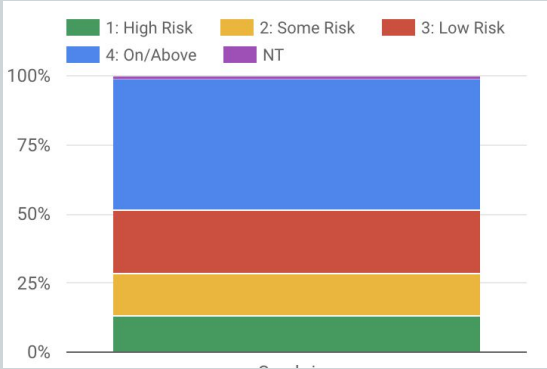
At Fammatre we learn together, play together, and celebrate together.



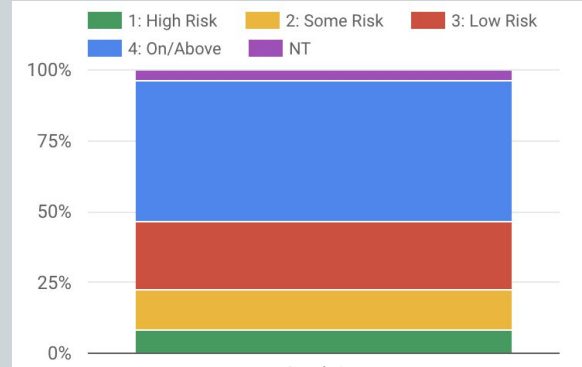
goal 1

# High Student Achievement

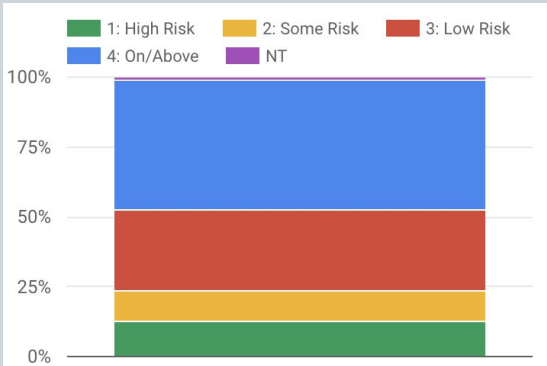




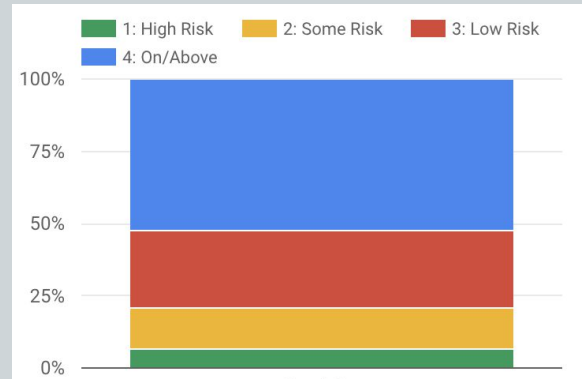
aReading Spring 2021



aReading Fall 2021



aMath Spring 2021



aMath Fall 2021

## We are participating in Guided Language Acquisition Design Trainings

\* How do living things get what they need to survive?

**Adaptations:**  
 • how living things change to survive  
 • a special feature for their habitat

camouflage  
 big ears nocturnal  
 waterproof feathers sharp beak  
 blubber white fur sharp claws

**Diet:**  
 • what it eats  
 • needs for survival

Carnivores →   
 herbivores →   
 omnivores →

**Description:**  
 • characteristics look or have  
 • types of animals  
 mammals, reptiles, fish, amphibians, birds

**Interdependents:**  
 • Plants depend on water, light, & animals for pollination  
 • Life Cycle → Changes they go through

**Habitat:**  
 • dynamic, interactive  
 • different regions:

desert savanna/grassland  
 jungle   
 sea/ocean

**Interactions:**  
 • how animals interact with their environment

Needs → food, shelter, water  
 Prey → animals that get eaten  
 Predator → animals that eat other animals

food chain



# LLI - Leveled Literacy Intervention



In the Fall, 52 students in grades 1-4 received LLI instruction



## Next Steps

### PLC's data driven instruction

Grade level teams are provided time to analyze Fastbridge performance data and plan targeted instruction in order to meet the needs of each student.

### Do The Math intervention program

After school math intervention to provide selected students with a boost in math skills.



## Makerspace, Starting Arts, and Valley Sports

