

Fort Worth Independent School District

153 A.M. Pate Elementary School

2023-2024 Improvement Plan



Mission Statement

The mission of A.M. Pate is to prepare and empower scholars to effectively and successfully compete in the global community.

Vision

A.M. Pate is a community of scholars that exhibits integrity, resilience, and a growth mindset.

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2023

Demographics

Demographics Summary

Demographics

A.M. Pate Elementary (Adlai McMilan Pate, Sr.) is a PK - 5th grade neighborhood school built in 1958, located on the southeast side of Fort Worth. Our student enrollment has fluctuated over the past 3 years. In past years we've had 500+ students enrolled. For the 2022 - 2023 school year, our enrollment remained around 355 students. We offer Bilingual, ESL, GT, 504, and Special Education services to students who qualify. During the 2023-24 school year, our campus will add a G/T Thinking lab that will support STEM instruction through hands on learning.

Our student discipline data has improved over the years. We have an identified group of students who receive the majority of the discipline referrals. To encourage positive student behavior, our campus incentivized students each six weeks. Our student mobility rate has been reduced to about 16%. About 1/3 of the students who leave the campus move to another school within the high school feeder pattern, but the rest leave the feeder pattern or the district. The average class-size is 18:1. Over the past few years we've worked on increasing student attendance, and the rate increased to roughly 94.1% from 93.7%. Incentives were provided to both students and teachers for increased attendance. During the 2021-22 school year our attendance was 93.5% and it increased to 94%. Due to the hiring of our Family Engagement Specialist, our attendance has consistently increased. Additionally, our Family Engagement Specialist and MHMR Navigator conduct home visits to assist with student attendance. The Data Clerk, Family Engagement Specialist, and homeroom teachers consistently examine attendance data; phone calls to parents are made, warning letters are sent, and our Regional Specialist for Parent Partnerships, conducts SART meetings with parents. Throughout the year we specifically targeted chronically absent students and provided incentives for approved attendance and were successful. Additionally, our campus also provides classroom incentives for homerooms who meet attendance goals.

The campus demographics are 99% economically disadvantaged, 63% African-American, 32% Hispanic, and 4% Other. The student population is 51% female and 49% male. In looking at student groups, 4.2% of our students receive GT services, 7.6% receive special education services, and 40.9% are LEP who receive bilingual or ESL services. Thirty percent of the African-American student population is EL comprised of African refugees, asylees, and American-born citizens whose first language is something other than English. Approximately 3.7% of our students are homeless. The African-American and African-American LEP student groups are the most at-risk academically.

Eight percent of the teachers were new to the campus, of that 12% are brand new to teaching; 31% have 3 years or less teaching experience; 8% are new to the building with prior teaching experience; and 35% are veteran teachers who have been on campus for 4 or more years. Twelve percent of our teachers are currently going through an alternative certification program. The teaching staff is 46% African-American, 23% Hispanic, and 31% White. There are 5 male teachers and 21 female teachers. The principal has been at the campus for 1 year with a total of 6 years in administration and the assistant principal has been at the campus for 12 years with a total of 14 years in administration.

The community surrounding A.M. Pate has a high poverty level with a high amount of crime. The violent crime rate is 65% and the property crime rate is 76%. The median household income is less than \$28,600 annually. Only 66% of the population have graduated high school and 11% have any type of college degree. Most of the homes are rented at 39%, 27% have a mortgage, 23% are owned, and 12% are vacant. The median home value is \$58,700. Several of our students live with a grandparent who is providing care for them. There is a significantly larger number of single parents in the community. Most of the parents work with some working multiple jobs to make ends meet. Most of the parents have service or non-skilled jobs. Parents leave the community and go to work in other areas of the city or metroplex. The ethnic breakdown of the community is 45% African-American, 37% Hispanic, 12% White, and 4% Asian.

Demographics Strengths

Demographic strengths: A.M. Pate has improved student attendance over the past few years. However, our attendance remains amongst the highest in comparison to other elementary schools in our feeder pattern. Daily classroom checks, calls made by our Family Engagement Specialist (FES), to parents of absent children and individual, homeroom and grade level incentives, have assisted in the increase of our average daily attendance. The teachers have done a great job in identifying students who may have learning disabilities or dyslexia.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience.

Root Cause: Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.

Problem Statement 2 (Prioritized): Out of the total student population of 355 students, 4.2% are identified as gifted and talented. **Root Cause:** Due to the lack of an established GT committee, we were unable to complete a successful identification process.

Student Learning

Student Learning Summary

During the 2022-2023 school year, our teachers implemented a new Reading (Amplify) and Math (Eureka) programs which exposed students to culturally rich and rigorous text and learning material.

MOY NWEA MAP Growth data indicates 42% of the students in Kindergarten through 5th grade met their projected Middle of the year (MOY) growth goal in Math, while 42% of those students met their projected MOY growth goal in Reading. Since the 2022 MOY to the 2023 MOY, there was an 4% increase in students meeting their MOY expected growth in Math (from 38% to 42%), and there was a 11% increase in Reading (from 33% to 42%). According to the NWEA MOY Student Growth Summary Report, Kindergarten students met or exceeded the Grade Level Norm Projected Growth in Math, and 3rd grade students met or exceeded in Reading.

MOY STAAR Reading Interim Assessment data indicates 46% of 3rd grade students, 71% of 4th grade, and 57% of 5th grade students reached the approaches grade level standard. MOY STAAR Math Interim Assessment data indicates 17% of 3rd grade students, 69% of 4th grade, 73% of 5th grade students reached the approaches grade level standard.

Our Pre -K CLI wave 2 performance data indicates that 69% (22) of our students tested in English and 100% (5) of our students tested in Spanish, were on track in phonological awareness. Additionally, our wave 2 data also indicates that 88% (28) of our students tested in English and 80% (4) of our students tested in Spanish were on track in math.

EOY MAP Growth indicates that 43% of kindergarten through 5th grade students met expected growth on MAP Growth Reading and 55% met expected growth expectation on MAP Growth Math. The EOY MAP growth data also shows that our 3rd, 4th, and 5th grade students increased the percentage of students meeting their EOY growth in reading and 1st, 2nd, 3rd, & 5th grade increased the percentage of students who meet their projected growth in math.

Professional Learning Communities (PLCs) are used to analyze student data and address and implement a plan based on the needs of all students. Plans are created to address the needs of all students through small group instruction, developed from formative assessment results.

Several programs are embedded to support our at risk students such as High Impact Tutoring, Hey Tutor, Read2Win, GT Pull out, Saturday Learning Quest, DreamBox, LEXIA Core5, and Volunteer Intervention Programs.

Student Learning Strengths

Some of the student learning strengths are students have increased their LEXIA Core 5 weekly unit completion to 88% as of April 17, 2023, which is a 20% increase from 2022. Additionally, we have decreased the percentage of student working below grade level from 73% at the beginning of year to 30% as of April 17th, which is a difference of 43%. Teachers and students are able to analyze and reflect on the data and create action steps for accountability. Teachers participated in ongoing PLCs to improve teacher quality and support our campus' focus areas Alignment, Student Engagement, and Collaboration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

Problem Statement 2 (Prioritized): Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging. **Root Cause:** Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose

the students to leadership roles and responsibilities on campus.

School Processes & Programs

School Processes & Programs Summary

During the 2022-2023 school year, the District/Campus facilitates instruction using Amplify Reading and Eureka Math for K-5th grade students and Creative Curriculum for our Pre-K students. This is our 3rd year of implementing the LEXIA Core 5 program to support K- 5 students at various reading instructional levels. This is our first full year of implementing DreamBox to support remediation and acceleration of student growth in mathematics. The teachers are more knowledgeable of how to utilize the various resources to support students. During the 2022-2023 school year, we had a decreased number of core teacher turnover, which aided in the teacher's experience with using the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. All of these teachers participated in ongoing PLCs where they were able to analyze data, examine student work, collaborate, and learn best practice strategies.

Teachers are supported by instructional coaches and the instructional leadership team members, to improve their content knowledge and increase student learning. As required by House Bill 4545, 4th and 5th grade students who were not successful on the STAAR test during the previous year received 30 additional instructional hours to accelerate their learning. Students also have opportunities to attend the district offered Saturday Learning Quest and after school tutoring.

The school calendar is created before students arrive with dates for programs, fire drills, committee meeting dates, parent events, etc. In addition, the PLC activity schedule is coordinated with the professional development calendar. A morning circle social skill time is incorporated into the teacher's daily schedule to address student social and emotional learning needs. Discipline data was used determine the topics for lessons taught. Resources to teach the social skills include; Six Pillars of Good Character and Boys Town Teaching Social Skills in the Classroom. In addition, an MHMR Navigator continues to provide the campus support for student social and emotional needs.

School Processes & Programs Strengths

Teachers with 1-2 years of teaching experience have become more familiar with utilizing the FWISD's Curriculum Frameworks and new curriculum resources to plan weekly lessons through the use of flipcharts, to support pacing. New teachers are provided additional support through Chat and Chews where they receive additional training on curriculum, classroom management and best practice strategies. Teachers have established systems to support the use of technology in the classroom. Teachers, students, and parents are aware of school processes. Student misbehaviors continue to decrease as a result of implementing a school-wide social skills time into the instructional schedule and citizenship incentives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

Problem Statement 2 (Prioritized): Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging. **Root Cause:** Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose the students to leadership roles and responsibilities on campus.

Perceptions

Perceptions Summary

Members of our school community gradually increasing their involvement in campus activities. Parents and community members were able to attend various school events: Black History Program, Christmas Showcase, Cowtown Marathon, basketball games, Muffins with Moms, Donuts with Dads, Grandparents Day, Literacy night, Math night, Science night, Meet the Teacher night, Dunbar Pyramid Showcase, Storybook parade, as well as end of the year awards ceremonies.

Our campus was provided an MHMR Navigator to help support the social and emotional needs of our students who are identified as at risk. Our Family Engagement Specialist and School Counselor actively provide resources to students and families by identifying needed supports.

Through donations and partnerships, we were able to provide school uniforms, school supplies, coats, shoes, hygiene products, and food items for needy families. The donors were Kroger, Eastland Church of Christ, The Proof Coalition, The Walraven Company, Dunbar High School Alumni Association, Seasons of Change, Pate Foundation, Amerigroup, Glynis and Henry Riser, Black Heart Association, United Christian Church (UCC), Tarrant Area Food Bank (TAFB), Community Food Bank, McMillan United Methodist Church, Truevine Missionary Baptist Church, Shipley's Do-Nuts, Raising Cane's, Starbuck's, and BIMBO Bakeries.

We have a large population of African asylees, refugees, and American-born citizens whose first language is not English. The parents of these students speak one of multiple African languages and translators are not readily available. The language line is a resource provided by FWISD for multiple languages, when needed. Most of our students describe the school as a fun place. Most of them feel safe here and feel like they belong.

Perceptions Strengths

Based on the 2022-23 survey results, most staff are happy to be here. Staff members work well with one another and quickly pitch in to help whenever there is a crisis or to help others in need. Despite the language barrier, parents come to school or call with a translator to ask questions or to communicate needs. Parents and guest are also welcome to attend campus events during and after school hours.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately. **Root Cause:** The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.

Problem Statement 2 (Prioritized): According to the 2022-23 campus attendance data, the Pre-K through 5th grade attendance rate was 94.78% which is a .98% increase from the 2021-22 school year according to ADA data, which is 2.2% short of our 97% campus goal. **Root Cause:** The campus did not consistently implement proactive strategies to encourage students and families to maintain positive attendance throughout the school year.

Priority Problem Statements

Problem Statement 1: During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience.

Root Cause 1: Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.

Problem Statement 1 Areas: Demographics

Problem Statement 2: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies.

Root Cause 2: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately.

Root Cause 3: The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies.

Root Cause 4: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Out of the total student population of 355 students, 4.2% are identified as gifted and talented.

Root Cause 5: Due to the lack of an established GT committee, we were unable to complete a successful identification process.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging.

Root Cause 6: Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose the students to leadership roles and responsibilities on campus.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging.

Root Cause 7: Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose the students to leadership roles and responsibilities on campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: According to the 2022-23 campus attendance data, the Pre-K through 5th grade attendance rate was 94.78% which is a .98% increase from the 2021-22 school year according to ADA data, which is 2.2% short of our 97% campus goal.

Root Cause 8: The campus did not consistently implement proactive strategies to encourage students and families to maintain positive attendance throughout the school year.

Problem Statement 8 Areas: Perceptions

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 74% to 77% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 0% to 0% by May 2024.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 78% to 80% by May 2024.

Evaluation Data Sources: CLI Data (BOY, MOY, & EOY)

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the 2nd year of implementation of the District Creative Curriculum.

Strategy's Expected Result/Impact: 70% of 2023-2024 Pre-K DLE students will be on target in PA by the EOY as measured by the MOY and EOY CLI Engage data.

Staff Responsible for Monitoring: Campus and Content Instructional Coaches, Data Analyst, Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions, engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit Theme and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the NTC's Analyzing Student Learning Protocol (Studying student work). Intended Audience: Pre-Kindergarten Teachers, Campus Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Data Analyst, Instructional Leadership Team Date(s) / Timeframe: September 2023, January 2024, and April 2024 Collaborating Departments: Early Learning PK-2 Delivery Method: In-Person / Virtual		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Pre-K teachers and Instructional Partners will work closely with the EC Coaches to organize the classroom and plan lesson where students are able to actively engage in the learn and play activities. Intended Audience: Pre-Kindergarten Teachers and Assistants, Campus Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Early Learning Content Coaches, Campus Administrators, And Campus Instructional Coaches Date(s) / Timeframe: Sept. 2023, Dec. 2023, Feb. 2024 Collaborating Departments: Teaching and Learning Delivery Method: In person/ On-line	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: By the end of the year 70% of Pre-K students will perform on grade level in Phonological Awareness as measured by CLI.

Staff Responsible for Monitoring: Pre-K Teachers, Data Analyst, Instructional Coaches, Administrators

Title I:

2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Establish a weekly walkthrough schedule where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching. Intended Audience: Pre-K Teachers and Pre-K TA's Provider / Presenter / Person Responsible: Administrators, Instructional Coaches, Data Analyst Date(s) / Timeframe: November 2023 Collaborating Departments: PK-2 Early Learning Dept. Delivery Method: In Person/ On-Line	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience. Root Cause: Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.
School Processes & Programs
Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 49% to 52% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 44% to 47% by May 2024.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 51% by May 2024.

HB3 District Goal

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for year two implementation of the District Amplify and Literacy Curriculum.

Strategy's Expected Result/Impact: An average of 52% of the students in Kinder through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Fluency data.

Staff Responsible for Monitoring: Data Analyst, Instructional Leadership Team

Title I:

2.4, 2.6

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: (K-5th Grade) Reading Instructional Staff will register and participate in the ongoing Professional Learning sessions throughout the year supporting the effective delivery of foundational skills, Reading, Language, and Writing. (Amplify). Intended Audience: Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst) Provider / Presenter / Person Responsible: Teaching and Learning Dept. and Campus Instructional Leadership team Date(s) / Timeframe: October, 2023, December 2023, March 2024 Collaborating Departments: Teaching and Learning & Literacy Depts. Delivery Method: In person/ On-line Funding Sources: - Title I (211) - 211-11-6112-OPD-153-30-510-000000-24F10 - \$1,500, - Title I (211) - 211-11-6116-OPD-153-30-510-000000-24F10 - \$1,500				

Action Step 2 Details	Reviews			
Action Step 2: Utilize supplies, equipment, technology, and other instruction resources to create and support the classroom learning environment for student of all subgroup. Intended Audience: Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst) Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: December 2023 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In person/ On-line Funding Sources: - Title I (211) - 211-11-6399-04E-153-30-510-000000-24F10 - \$12,000, - Title I (211) - 211-11-6396-04E-153-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct weekly walkthrough where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching. Intended Audience: Teachers, Campus Instructional Coaches, Data Analyst, and Administrators Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Data Analyst Date(s) / Timeframe: September 2023, October 2023, December 2023, February 2024, April 2024, and May 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Conduct monthly new teacher meetings where teachers will be provided hands on support with best practice teaching strategies to support the implementation of Tier 1 instruction. Intended Audience: New Techers to the campus (year 0-2) Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Data Analyst Date(s) / Timeframe: Sep. 2023, Oct. 2023, Nov. 2023, Dec. 2023, Jan. 2024, Feb. 2024, Mar. 2024, Apr. 2024, and May 2024 Collaborating Departments: Teaching and Learning Delivery Method: In person and/or Online	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience. **Root Cause:** Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.

Student Learning

Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. **Root Cause:** Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 43% to 46% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 39% to 42% by May 2024.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 44% by May 2024.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: 47% of the Kindergarten through 5 grade students will meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coach, and Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Instruction.





Intended Audience: Teachers

Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coaches, and Data Analyst

Date(s) / Timeframe: September 2023

Collaborating Departments: Teaching and Learning

Delivery Method: In Person/ On line

Action Step 2 Details	Reviews			
Action Step 2: Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate the use of library book resources and hands-on activities, within the various learning platforms that embed technology into the teaching and learning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Data Analyst, and Administrators Date(s) / Timeframe: May 2024 Collaborating Departments: Literacy, Library Media Services, and Technology Departments Delivery Method: In Person- hands on Funding Sources: - Title I (211) - 211-12-6329-04E-153-30-510-000000-24F10 - \$2,700, - SCE (199 PIC 24) - 199-11-6116-001-153-24-313-000000- - \$5,236, - BEA (199 PIC 25) - 199-61-6399-001-153-25-313-000000 - \$1,309, - SPED (199 PIC 23) - - \$2,476	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/ Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum

Strategy's Expected Result/Impact: 45% of Kinder-5th grade students will meet their EOY projected MAP Growth targets in reading and 70% of PK students will meet their projected EOY targets in phonological awareness, as measured by CLI.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coach, and Data Analyst

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Pk-5th grade teachers will participate in ongoing Vertical PLC to ensure alignment between the district curriculum, which includes lesson planning, internalization of the units, rehearsals, and instructional delivery. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Data Analyst Date(s) / Timeframe: May 2024 Collaborating Departments: Teaching and Learning Delivery Method: In Person/ On Line	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience. Root Cause: Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.
Student Learning
Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 94% to 95% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 91% to 92% by May 2024.

High Priority

Evaluation Data Sources: BOY, MOY, EOY CLI Engage.

Strategy 1: Develop the capacity of PK teachers to effectively implement FWISD adopted Creative Curriculum through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: 94% to 95% of the PreK students will be On Track in Math at the end of the 2023-2024 School Year .

Staff Responsible for Monitoring: Campus and Content Instructional Coaches, Data Analyst, Administrators

Title I:

2.4, 2.5, 2.6

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: As a part of Cohort 2, the Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies. Intended Audience: Pre-K Teachers, Pre-K TAs, Instructional Coaches, Administrators Provider / Presenter / Person Responsible: PK-2 Early Learning Dept. and the Math Dept. Date(s) / Timeframe: December 2023 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In-Person/ Online Trainings		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit Theme and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol. Intended Audience: Pre-Kindergarten Teachers, Campus Instructional Coaches, and Administrators Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coach, and Data Analyst Date(s) / Timeframe: September 2023, January 2024, and May 2024 Collaborating Departments: Early Learning PK-2 Delivery Method: In-Person / Virtual Funding Sources: - Title I (211) - 211-13-6119-04E-153-30-510-000000-24F10 - \$76,235, - Title I (211) - 211-13-6396-04E-153-30-510-000000-24F10 - \$1,283	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: By the end of the year 95% of Pre-K students will perform on grade level in math as measured by CLI data.

Staff Responsible for Monitoring: Pre-K Teachers, Data Analyst, Instructional Coaches, Administrators

Title I:

2.4, 2.6

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Establish a walkthrough and learning walk schedule to support teacher growth as a result of observations, immediate feedback, next steps, and follow up visits Intended Audience: Pre-K Teachers and Pre-K TA's Provider / Presenter / Person Responsible: Administrators, Instructional Coaches, Data Analyst Date(s) / Timeframe: November 2023 Collaborating Departments: PK-2 Early Learning Dept. Delivery Method: In Person/ On-Line	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience. Root Cause: Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.
Student Learning
Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from --% to --% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from --% to --% by May 2024.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 56% to 59% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 53% by May 2024.

Evaluation Data Sources: BOY,MOY,EOY MAP

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Eureka Math curriculum and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.





Strategy's Expected Result/Impact: 55% of the Kindergarten through 5 grade African American students will meet or exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coach, and Data Analyst

Title I:
2.4, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Math Instruction. Intended Audience: Administrators, Campus Instructional Coaches, and Data Analyst Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coaches, and Data Analyst Date(s) / Timeframe: September 2023 Collaborating Departments: Teaching and Learning Delivery Method: In Person/ On-line				

Action Step 2 Details	Reviews			
Action Step 2: Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate hands-on activities, through the CRA math approach (Concrete, Representational, Abstract) within the various learning platforms that embed technology into the teaching and learning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Data Analyst, and Administrators Date(s) / Timeframe: May 2024 Collaborating Departments: Literacy and Math Departments Delivery Method: In Person- hands on Funding Sources: - Title I (211) - 211-11-6112-OPD-153-30-510-000000-24F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: During the 2022-23 school year 31% of our Pk-5th grade teachers including Special Education teachers, had 3 years or less teaching experience. Root Cause: Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.
Student Learning
Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from XX% to XX% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from XX% to XX% by May 2024.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Reading, Benchmarks, Performance Task, and Unit Assessments.

Strategy 1: Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's Amplify curriculum resource materials and technology.





Strategy's Expected Result/Impact: XX% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Reading.

Staff Responsible for Monitoring: Campus Instructional Coaches, Data Analyst, and Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Debrief with the Asst. Principal and Campus/Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of improvement, and actionable items. Intended Audience: Asst. Principal, Campus Instructional Coaches, Data Analyst, Counselor, Family Engagement Specialist, and MHMR Navigator Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: January 12, 2024 and May 10, 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In Person PLCs		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Establish an effective and efficient system for teacher/student accountability that supports the self-reflection of the teaching and learning process to promote improvement in practices and achievement. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Campus Instructional Coaches, Data Analyst, and Administrator Date(s) / Timeframe: December 15, 2023, March 29, 2024, and May 10, 2024 Collaborating Departments: Teaching and Learning and ADQ Dept. Delivery Method: In Person PLCs	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from XX% to XX% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from XX% to XX% by May 2024.

Evaluation Data Sources: BOY, MOY, EOY MAP Growth Math, Benchmarks, Performance Task, and Unit Assessments.

Strategy 1: Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum, Eureka math materials, and technology.

Strategy's Expected Result/Impact: XX% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Math.

Staff Responsible for Monitoring: Campus Instructional Coaches, Data Analyst, and Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items. Intended Audience: Asst. Principal, Campus Instructional Coaches, Data Analyst, Counselor, Family Engagement Specialist, and MHMR Navigator Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: January 12, 2024, and May 10, 2024 Collaborating Departments: Teaching and Learning and ADQ Dept. Delivery Method: In-Person PLCs				

Action Step 2 Details	Reviews			
Action Step 2: Engage in Campus Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity. Intended Audience: Teachers Provider / Presenter / Person Responsible: Campus Instructional Coaches, Data Analyst, and Administrators Date(s) / Timeframe: January 16, 2024 (Winter) and May 15, 2024 (Spring) Collaborating Departments: Teaching and Learning Dept. Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Engage teachers in ongoing PLCs where instructional delivery, as well as student engagement and work is examined in order to provide feedback with actionable items to support the quality of TIER I instruction and student self efficacy. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Campus Instructional Coaches, Data Analyst, and Teachers Date(s) / Timeframe: November 30, 2023 January 31, 2024 March 31, 2024 Collaborating Departments: Teaching and Learning Dept. Delivery Method: In-Person PLC's Funding Sources: - Gifted & Talented (199 PIC 21) - - \$202	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: New and experienced, Pre-Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. Root Cause: Teachers lack the content knowledge, exposure, and experience with the new curriculum resources in reading and math, which require additional training, time, modeling, and monitoring.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 16% to 15% by May 2024.

Evaluation Data Sources: Focus Attendance Reports, Focus Contact & Notes, and Excel Spreadsheet

Strategy 1: The attendance committee will consistently analyzes and monitor the attendance data to identify and track students with chronic or high absences in order to eliminate the barriers that exist and provide equitable resources and support that are valuable to the students and families.

Strategy's Expected Result/Impact: The current cohort of enrolled students that were identified as students with chronic/high absences in the 2022-2023 school year, will decrease from 16% to 15%.

Staff Responsible for Monitoring: Asst. Principal, Counselor, Family Engagement Specialist, Data Clerk, and Attendance Committee

Title I:

2.4, 2.6

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details		Reviews			
Action Step 1: The attendance committee will meet monthly to monitor current identified chronic attendance students and identify new students who's absences fall below the 90% attendance rate and implement the principal's plan. The committee will also ensure monitoring procedures are followed throughout the year (home visits, warm calls, electronic notifications, and restoration). Reports: Warning letters -)every week), SART Letters (every 6 weeks), as well as attendance recovery reports (every 6 weeks) Intended Audience: Students with excessive absences Provider / Presenter / Person Responsible: Asst. Principal, Data Clerk, Family Engagement Specialist, Counselor, and the Attendance Committee Date(s) / Timeframe: Monthly Collaborating Departments: Student Records and Parent Partnership Delivery Method: In-Person and Virtual		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Recognize and celebrate students with Perfect and Most Improved Attendance throughout the school year. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Asst. Principal and the Attendance Committee Date(s) / Timeframe: Every Six Weeks Collaborating Departments: Student Records and Parent Partnership Delivery Method: In-person Funding Sources: - Title I (211) - 211-11-6499-04E-153-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately. Root Cause: The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.</p> <p>Problem Statement 2: According to the 2022-23 campus attendance data, the Pre-K through 5th grade attendance rate was 94.78% which is a .98% increase from the 2021-22 school year according to ADA data, which is 2.2% short of our 97% campus goal. Root Cause: The campus did not consistently implement proactive strategies to encourage students and families to maintain positive attendance throughout the school year.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 34 to 30 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0.4% to 0.3% by May 2023.

Evaluation Data Sources: Focus Discipline Reports, Branching Mind Reports (MTSS), and Focus/Branching Minds Contact & Notes

Strategy 1: Build positive relationship and create a sense of belonging with the A.M. Pate School Community by engaging students in authentic conversations and activities that connects them to others (i.e. Pate House System, CIRCLE, Family Nights, Workshops, Community Service Projects, and Celebrations/Recognition Programs).

Strategy's Expected Result/Impact: The FOCUS Referral rate will decrease by 10% from 68 to 62 during the 2023-2024 school year

Staff Responsible for Monitoring: Asst. Principal and Character Building Committee

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Utilize the campus student support team (Counselor and MHMR Navigator) to engage the staff in ongoing self-care activities and professional learning sessions supporting Student and Staff SEL. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor, MHMR Navigator, and Administrators Date(s) / Timeframe: Every Six Weeks: September 22nd, October 27th, December 21st, February 9th, April 12th, and May 23rd Collaborating Departments: Student Support Dept. Delivery Method: In-Person and/or Virtual				

Action Step 2 Details	Reviews			
Action Step 2: Utilize the campus student support team (Counselor and MHMR Navigator) to identify and support students who have experienced trauma by providing applicable strategies that will help the students regulate their emotions through guidance lessons, role playing, and nurturing groups. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Counselor, MHMR Navigator, and Administrators Date(s) / Timeframe: Monthly: August 31, 2023, September 29, 2023, October 31, 2023, November 30, 2023, December 20, 2023, January 31, 2024, February 29, 2024, March 28, 2024, April 30, 2024, and May 22, 2024 Collaborating Departments: Student Support Dept. Delivery Method: In-Person and/or Virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provided incentives for student meeting behavior and and academic goals by providing student incentives such as; certificates, awards, Intended Audience: Students Provider / Presenter / Person Responsible: Administrators, Character building Committee, Campus Instructional Coach, and Data Analyst Date(s) / Timeframe: Each Six weeks Collaborating Departments: Students support and Parent Partnerships Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging. Root Cause: Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose the students to leadership roles and responsibilities on campus.
Perceptions
Problem Statement 1: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately. Root Cause: The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 5% to 4% by May 2024.

Evaluation Data Sources: Focus Discipline Reports, Branching Mind Reports (MTSS), and Focus/Branching Minds Contact & Notes

Strategy 1: Build positive relationship and create a sense of belonging with the A.M. Pate Community by engaging students in authentic conversations and activities that connects them to others (i.e. HOUSE, CIRCLE, Family Nights, Workshops, Community Service Projects, and Celebrations/Recognition Programs).

Strategy's Expected Result/Impact: The FOCUS Out of School Suspension rate will decrease by 10% from 17 to 16 during the 2023-2024 school year

Staff Responsible for Monitoring: Counselor, MHMR Navigator, Character Building Committee, and Administrators

Title I:

2.6

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: Utilize the campus student support team (Counselor, MHMR Navigator, and Helping Hands Social Workers) to support students who have experienced trauma by providing applicable strategies that will help the students regulate their emotions through guidance lessons, role playing, and SEL/nurturing groups.
Intended Audience: Teachers
Provider / Presenter / Person Responsible: Counselor, MHMR Navigator, and Helping Hands Social Workers
Date(s) / Timeframe: Monthly
Collaborating Departments: Student Support Dept.
Delivery Method: In-Person and/or Virtual

Action Step 2 Details	Reviews			
Action Step 2: Provided incentives for student meeting behavior and academic goals by providing student incentives such as; certificates, awards, Intended Audience: Students Provider / Presenter / Person Responsible: Administrators, Character building Committee, Campus Instructional Coach, and Data Analyst Date(s) / Timeframe: Each Six weeks Collaborating Departments: Students support and Parent Partnerships Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6499-04E-153-30-510-000000-24F10 - \$2,200.83	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging. Root Cause: Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose the students to leadership roles and responsibilities on campus.
Perceptions
Problem Statement 1: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately. Root Cause: The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 11 to 12 by May 2024.

High Priority

Evaluation Data Sources: SBDM Committee and Leadership Team Survey, Sign-in sheets, and Raptor Report

Strategy 1: Facilitate ongoing parent and family events that reinforce the mission, vision, and goals of the campus in order to increase parental involvement

Strategy's Expected Result/Impact: 20% increase of parents and community members that will attend and volunteer at family engagement events.

Staff Responsible for Monitoring: Family Engagement Specialist, Counselor, and Administrators

Title I:

4.2

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Participate in B.O.Y. school community activities (i.e. community walk, meet the teacher night, and Open House) that will support building positive relationships and encourage parents to increase their involvement during the 2023-2024 school year. Intended Audience: Teachers, Campus Instructional Coaches, Student Support, and Data Analyst Provider / Presenter / Person Responsible: Administrators, Counselor, Family Engagement Specialist Date(s) / Timeframe: November 30, 2023 Collaborating Departments: Student Support Dept. and Parent Partnership Delivery Method: In-Person Funding Sources: - Parent Engagement - 211-61-6499-04L-153-30-510-000000-24F10 - \$2,022				

Action Step 2 Details	Reviews			
Action Step 2: Redefine our campus procedures for identifying and soliciting parents to serve as volunteers which includes manage the ongoing volunteer process. Intended Audience: Teachers Provider / Presenter / Person Responsible: Family Engagement Specialist, Counselor, Secretary, and Data Clerk Date(s) / Timeframe: September 29, 2023 Collaborating Departments: Student Support Dept. and Parent Partnerships Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Organizations to support school leadership in students have not been established in order to promote a culture of high expectations of peers and a sense of belonging. Root Cause: Campus leaders have not incorporated systems to establish organizations, identify student leaders, and provide ongoing opportunities that expose the students to leadership roles and responsibilities on campus.
Perceptions
Problem Statement 1: According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately. Root Cause: The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises. Problem Statement 2: According to the 2022-23 campus attendance data, the Pre-K through 5th grade attendance rate was 94.78% which is a .98% increase from the 2021-22 school year according to ADA data, which is 2.2% short of our 97% campus goal. Root Cause: The campus did not consistently implement proactive strategies to encourage students and families to maintain positive attendance throughout the school year.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Subs for professional development	211-11-6112-OPD-153-30-510-000000-24F10	\$1,500.00
1	2	1	1		Extra duty pay for PD after hours	211-11-6116-OPD-153-30-510-000000-24F10	\$1,500.00
1	2	1	2		Technology for instructional use	211-11-6396-04E-153-30-510-000000-24F10	\$1,000.00
1	2	1	2		Supplies and materials for instructional use	211-11-6399-04E-153-30-510-000000-24F10	\$12,000.00
1	3	1	2		Reading materials for library use	211-12-6329-04E-153-30-510-000000-24F10	\$2,700.00
2	1	1	2		Data Analyst	211-13-6119-04E-153-30-510-000000-24F10	\$76,235.00
2	1	1	2		Technology for data analyst	211-13-6396-04E-153-30-510-000000-24F10	\$1,283.00
2	3	1	2		Subs for professional development	211-11-6112-OPD-153-30-510-000000-24F10	\$1,500.00
4	1	1	2		Snacks or incentives for students	211-11-6499-04E-153-30-510-000000-24F10	\$2,000.00
4	3	1	2		Snacks or incentives for students	211-11-6499-04E-153-30-510-000000-24F10	\$2,200.83
Sub-Total							\$101,918.83
Budgeted Fund Source Amount							\$101,918.83
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-153-24-313-000000-	\$5,236.00
Sub-Total							\$5,236.00
Budgeted Fund Source Amount							\$5,236.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference
							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-153-30-510-000000-24F10	\$2,022.00
							Sub-Total
							\$2,022.00
							Budgeted Fund Source Amount
							\$2,022.00
							+/- Difference
							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials - parent/community	199-61-6399-001-153-25-313-000000	\$1,309.00
							Sub-Total
							\$1,309.00
							Budgeted Fund Source Amount
							\$1,309.00
							+/- Difference
							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	3		GENERAL SUPPLIES		\$202.00
							Sub-Total
							\$202.00
							Budgeted Fund Source Amount
							\$202.00
							+/- Difference
							\$0.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		GENERAL SUPPLIES		\$2,476.00
Sub-Total							\$2,476.00
Budgeted Fund Source Amount							\$2,476.00
+/- Difference							\$0.00
Grand Total Budgeted							\$113,163.83
Grand Total Spent							\$113,163.83
+/- Difference							\$0.00

Addendums



A.M PATE ELEMENTARY

2023-2024 School-Parent Compact

A.M Pate Elementary School is funded by title1, Part A of the Elementary and Secondary Education Act (ESEA). Under this act, A.M Pate Elementary School and the parents of the students participating in activities, services, and programs funded by title1

I, agree that this compact outline how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. The school and parents will build and develop a partnership that will help children achieve the State's high standards. Title1 law requires schools that receive federal financial support to sign a compact with parents indicating their support of the school academic program, and building procedures. This school-parent compact will be in effect during the 2023-2024 school year.

Pate is your school, a reflection of your community and its standards. Student behaviors, their willingness to learn and self-improve are essential to the highest level of academic achievement. The staff of A. M Pate Elementary School are committed to providing the highest quality education for all students with your assistance.

Please read the information below and pledge your support by signing. Thank you.

Teacher and School Responsibilities

A.M Pate Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's academic achievement standards.
2. Hold parent and teacher conferences during the school year where this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their child's progress through progress reports, note home and use of the District's Parent Portal system.
4. Provide parents reasonable access to staff by providing each parent with:
 - Conference times
 - Tutoring schedules
5. Provide parents with different opportunities throughout the year to volunteer and participate in their child's class, to observe classroom activities, and be involved in campus activities.

Teacher Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Parent Responsibilities

We as parents, will support our children's learning in the following ways:

- o Monitor my child's attendance.
- o Make sure homework is completed and turned in on time.
- o Volunteer at my child's campus.
- o Participate, as appropriate, in decisions relating to my child's education.
- o Promote positive use of my child's extracurricular time.
- o Monitor the use of social media, which could impact school behaviors.
- o Stay informed about my child's education by communicating with the school and promptly reading all notices from the school or the district received either by my child or by mail and responding appropriately.

Parent Signature: Blanca Lopez

Date: 9-28-23

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

- o Do my homework every day and ask for help when needed.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or guardian all notices and information received by me from my school.
- o Participate in at least one school -related event or organization.

Student Signature: Damian Lopez

Date: 9-28-23

Mission

Statement

The mission of A.M. Pate is to prepare and empower scholars to effectively and successfully compete in the global community.

Vision

Statement

A.M. Pate is a community of scholars that exhibits integrity, resilience, and a growth mindset.

Motto

Making it happen in the "Spirit of Excellence"...No Excuses!

Campus

Theme

"A.M. Pate is Wild About Learning"

A. M. Pate Elementary

Title 1 Parent Meeting & Open House

Date: September 28, 2023

AGENDA ITEMS:

Welcome & Introduction – Ms. Sharp
Bienvenida e Introducción

Sharing of the Mission, Vision, & Motto – Ms. Sharp
Compartir la misión, la visión y el lema

State Accountability Rating – Ms. Sharp
Calificación de responsabilidad estatal

STAAR/MAP Growth Data – Ms. Sharp and Ms. McCoy
STAAR y datos

Steps for School Improvement – Ms. McCoy
Pasos para mejorar la escuela

Parent Involvement & Resources – Ms. Womack & Mrs. Jarmon
Participación y recursos de los padres

Please note: Teachers will be sharing information about grade level Systems, Classroom Expectations, Upcoming Curriculum & Testing, and Communication methods. It is also a good time to ask general questions. If you have individual concerns, you will need to schedule a conference with the teacher at a later date. Los maestros compartirán información sobre los sistemas de nivel de grado, las expectativas del salón de clases, el próximo plan de estudios y las pruebas, y los métodos de comunicación. También es un buen momento para hacer preguntas generales. Si tiene inquietudes individuales, deberá programar una conferencia con el maestro en una fecha posterior.

Thank you for your day to support. We appreciate and value your input.

Gracias por tu día de apoyo. Agradecemos su opinión

Teacher's Name McGinn

Grade Level 4th



A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023

Parent's Name Nombre de los padres (First and Last)	Parent Signature Firma de los padres	Student's Name El nombre del estudiante (First and Last)
Charles Merida	Merida	Alice Miriam M
MaQuice Patton	Patton	Taiida Williams M
Jennifer Poole	Jennifer Poole	Isaiah Washington M
Florence Mushimiyimana	Patton	Sano Romeo L
Enka Willis	Enka Willis	Denim Crowe M
Charshauramedford	C. medford	ma'nyia Jones M
KEQUA KAMAKA	H. KAMAKA	Zaydan M
RYADUNIYA FISTON	Patton	ALLEYA Josue M
Jasmine Evans	J. Evans	JoAnn Younger M
Essence Terry-Johnson	Ember J. Johnson	Ariana Johnson L
JOSEPH MURKINWASH	Patton	Gabriela Igono L
Diane Kellough	Diane Kellough	Lailah Kellough L
Consolene - Susabe	Patton	Nike. Womwani M
Elaine Russell	Elaine Russell	Xavier Russell L
Ngomi Forerider	Patton	Sadiki Nathias L
Chr's Palmer	Ch-K	Ava Herrera M

M V

1st - Rm 101

Grade Level

A.M. Pate Elementary

Open House/ Parent Meeting

Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Hunt

2nd



**A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023**

[illegible]

Grade Level 5th

Teacher's Name _____

**A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023**

[illegible]

HOWARD

54



**A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023**

[illegible]



David Jones

Grade Level:

Music

A.M. Pate Elementary

Open House/ Parent Meeting

Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Hunter III

K-Ind

[illegible]

Hunter III

3rd - 5th

[illegible]

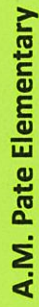
Debil x

34

[illegible]

Pellet

3/4



Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Trishonette Goodwin 2nd Grade

Grade Level:

20

advice



A.M. Pate Elementary

Open House/ Parent Meeting

Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Mrs. Howard

545



**A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023**

[illegible]

Ms. Lassetter

Kindergarten



Open House/ Parent Meeting

Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Pre-k

Grade Level

**A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023**

[illegible]

Zapata

K11st



**A.M. Pate Elementary
Open House/ Parent Meeting
Sign-in Sheet
Thursday, September 28, 2023**

[illegible]

Ms. Cawdle

300

9/28/23



Open House/ Parent Meeting

Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Marvo Tate

3rd

[illegible]

$$\sum_{i=1}^n R_i^2$$

PNP

[illegible]

Ms. Brazil

PreK

Sign-in Sheet

Thursday, September 28, 2023

[illegible]

Bell

RTSE

[illegible]

A.M. Pate Elementary



Open House & Title 1 Meeting



- Visit your child's classroom
- View samples of student work
- View the curriculum
- Receive information about classroom and campus procedures
- Tour the school
- Ask Questions

**THURSDAY,
SEPTEMBER 28TH**

5:30 - 7:30 P.M.

3800 ANGLIN DRIVE

Get more information about the following:

- Attendance incentives for students
- How to become a parent volunteer
- Zero to Five program



**Attendance
Matters**

Every student. Every day.



~Refreshments will be served~





A.M. Pate Elementary

Casa abierta Y

Reunion Titulo 1



• Visite el salón de clases de su hijo/a

• Ver muestras del trabajo de los estudiantes

• Ver el plan de estudios

• Recibir información sobre los procedimientos del salón de clases y del campus.

• recorrer la escuela

• Hacer preguntas

JUEVES,

28 DE SEPTIEMBRE

5:30 - 7:30 P.M.

3800 ANGLIN DRIVE

Get more information about the following:

- Incentivos de asistencia para estudiantes.
- Cómo convertirse en padre voluntario
- Programa Cero a Cinco



Attendance Matters

Every student. Every day.

WELCOME

~Se servirán refrigerios~

