Fort Worth Independent School District

153 A.M. Pate Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

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: November 10, 2026

Demographics

Demographics Summary

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 4 years. After the 24-25 school year, our student population took a slight increase due to the addition of the Prek-3 program. Our enrollment maintained around 256 throughout the school year. We offer ESL, GT, 504, and Special Education services to students who qualify. Additionally, Advanced Academics has continued using the addition of a G/T Thinking lab on our campus, which supports STEM instruction through hands-on learning.

Over the past few years, we've worked on increasing student attendance. Our average attendance rate has maintained at about 95% when comparing Semester 1 of the 2024-25 school year to semester 1 of the 2025-26 school year. Incentives were provided to students for increased attendance, perfect attendance and no tardies. Since we've had a Family Engagement Specialist, we have been able to put additional support measures in place to monitor, track, and inform parents about state and district guidelines regarding attendance. Additionally, our Family Engagement Specialist and Communities in Schools (CIS) social worker, conduct home visits to assist with student attendance. The Assistant Principal, Campus Data Clerk, Family Engagement Specialist, and homeroom teachers, consistently examine attendance data, make phone calls to parents, send out warning letters, and hold SART meetings about attendance concerns. Our Stay in School Coordinator, meets with the Attendance Committee about student attendance and offers strategies to improve student attendance at the campus. Throughout the year, we specifically targeted chronically absent students through parents contact letters and home visits. Additionally, our campus also provides classroom incentives for homerooms who meet attendance goals.

Our student mobility rate is about 19%. The average class-size is about 17:1. Our student discipline data has fluctuated 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 incentivizes students each six weeks through the use of Dojo points and tickets, which can be redeemed for prizes on the Dojo incentive store.

The campus student demographics indicate 95.3% economically disadvantaged, 75% African-American, 14% Hispanic, 3% two or more races, 3% white, and other at 4.3%. The student population is 52% female and 48% male. Looking at student groups, 15% of our students receive GT services, 13% receive special education services, and 42% are EB who receive ESL services. Twenty-four percent (24%) of the African-American student population is EB comprised of African refugees, asylees, and American-born citizens whose first language is something other than English. Currently 2 (1%) of our students are classified as homeless. The

African-American and African-American EB student groups are the most at-risk academically. There are currently 9 languages spoken on campus including English.
Twenty-six percent (26%) of the teachers were new to the campus, however all of them had prior teaching experience. All of our teachers have 3 or more years of teaching experience; 53% are veteran teachers who have been on the campus for 4 or more years. The teaching staff is 53% African-American and 42% White. There is 1 male teacher and 18 female teachers. The principal has been at the campus for 4 years with a total of 9 years in administration and the assistant principal has been at the campus for 1 year with a total of 9 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 66% and the property crime rate is 76%. The average household income is about $46,537 annually. Only 34% of the population has a high school diploma or equivalent, 25% has some college hours or an Associate Degree, 6% has a Bachelor's Degree, and 2% have a Master's Degree. Forty-six percent of the homes are rented and 545 are owned or have a mortgage. The median home value is $146,100. 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, 38% Hispanic, 11% White, and 4% Asian.

Demographics Strengths

A.M. Pate has established a comprehensive, collaborative approach to improving and maintaining student attendance, resulting in an average attendance rate of approximately 95% across school years. The use of incentives, consistent data monitoring, parent communication, SART meetings, home visits, and support from the Family Engagement Specialist, CIS social worker, and Stay in School Coordinator demonstrates a strong, multi-tiered system of support focused on student success and family partnership.

Despite 26% of teachers being new to the campus, 100% of teachers have three or more years of teaching experience, and 53% are veteran educators who have served on the campus for four or more years. This stability, along with leadership continuity from the principal, supports consistent instructional practices, relationship-building with students and families, and effective implementation of campus initiatives.

The campus offers a wide range of academic services, including ESL, GT, Special Education, and 504, ensuring students' diverse needs are addressed. The presence of a G/T Thinking Lab strengthens STEM instruction through hands-on, inquiry-based learning. Additionally, positive behavior incentives such as Dojo points and tickets promote a supportive school climate and encourage positive student behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%).
Root Cause: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.

Problem Statement 2 (Prioritized): According to the 2025-26 MOY MAP Growth Reading data of our African American students average RIT is 10 points below the average RIT of our Hispanic students. African American Average RIT-172 Hispanic average RIT 182. The gap shows a 1pt decrease from the 2024-25 school year.
Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students which also makes up a large percentage of the Emergent Bilingual population.

Student Learning

Student Learning Summary

MOY NWEA MAP Growth data indicates 61% of the students in Kindergarten through 5th grade met their projected Middle of the Year (MOY) growth goal in Math, while 58% of those students met their projected MOY growth goal in Reading. From the 2025 EOY to the 2026 MOY, there was a 7% decrease in students meeting their MOY expected growth in Math (from 54% to 61%), and there was a 10% increase in Reading (from 48% to 58%). According to the February 2026 Reading Benchmark Assessment Data, 58% of third grade students, 74% of fourth grade students, and 54% of fifth grade students reached approaches or higher. According to the March 2026 Math Benchmark Assessment Data, 30% of third grade students, 56% of fourth grade students, and 58% of fifth grade students reached approaches or higher.

Our Pre -K (3&4) CLI Wave 2 performance data indicates that 45 students were tested and 80% of our students were on track in phonological awareness, which is a 19% increase from Wave 2 of the 24-25 school year. Additionally, our Wave 2 data also indicates that 83% of our students were on track in math, which is an 8% decrease, in comparison to Wave 2 of the 24-25 school year.

Professional Learning Communities (PLCs) are used to internalize and rehearse lessons, determine instructional upgrades and alignment with the district's IPC, 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 WIN Interventions (What I Need), High Impact Tutoring (after school), GT Pull out, and i-Ready.

Student Learning Strengths

A majority of K–5 students are meeting their projected MOY growth goals in both Math (61%) and Reading (58%), demonstrating overall academic progress.

Pre-K (3 & 4) CLI Wave 2 data shows 80% of students on track in phonological awareness, a 19% increase from the previous school year, highlighting successful early literacy foundations.

Professional Learning Communities (PLCs) are strategically utilized to internalize and rehearse lessons, identify instructional enhancements, ensure alignment with the district's Instructional Planning Calendar (IPC), and analyze student data in order to develop and implement targeted plans that address the diverse learning needs of all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2024-25 STAAR Data, 48% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours
Root Cause: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

Problem Statement 2 (Prioritized): According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%.
Root Cause: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.

Problem Statement 3 (Prioritized): According to the MOY CLI Engage, 83% of students were on track in math, which is a 7% decrease from the 2024-2025 school year.
Root Cause: 44% of the students in the PreK class are Emergent Bilingual students. The Teaching Strategies curriculum has gaps that do not reach the EB students.

Problem Statement 4: According to the 2025-26 MOY Math MAP Growth data, 44% of the Kinder - 5th grade students met their projected growth goal, which is a 7% decrease from the EOY 2024 MAP Growth.

School Processes & Programs

School Processes & Programs Summary

During the 2025-2026 school year, the District/Campus facilitates instruction using Bluebonnet Reading, Bluebonnet Math, and Houghton Mifflin Harcourt (HMH) for K-5th grade students and Creative Curriculum for Pre-K students. This year was our first year of implementing i-Ready to support remediation and acceleration of student growth in mathematics and reading. The teachers are more knowledgeable about how to utilize the various resources to support students due to ongoing professional development and PLCs. During the 2025-2026 school year, we experienced a core teacher turnover rate of 18%, and we received a total of three new core teacher positions in which 2 out 3 positions remained vacant throughout the school year, being filled by long-term subs. The vacancies led to students being taught by inexperienced and uncertified teachers. Throughout the year, teachers participated in ongoing PLCs where they internalized and rehearsed lessons, analyzed data, examined student work, collaborated, and learned best practice strategies.

Teachers are supported by the demonstration teacher and the instructional leadership team members, to improve their content knowledge and increase student learning. As required by House Bill 1416, 4th and 5th grade students who were not successful on the STAAR test during the previous year received 15-30 additional instructional hours to accelerate their learning. Students also have opportunities to attend 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. Guidance lessons focus on social emotional learning skills and are taught on a weekly basis to the scholars by the School Counselor. A Communities in School Program Manager, continues to provide campus support for students' social and emotional needs in small groups and individual sessions. Additionally, Girls Inc. was added the campus to provide additional wrap around services for 3rd-5th grade students. The Family Engagement Specialist continues to connect parents to the school.

School Processes & Programs Strengths

The campus has implemented district-adopted, research-based instructional programs (Bluebonnet Reading, Bluebonnet Math, HMH, Creative Curriculum, and iReady) and supports effective implementation through ongoing professional development and structured PLCs.

The campus provides intentional **a**cademic acceleration and remediation to support students who are below grade level or at risk of academic failure.

The campus has established a network of social-emotional, behavioral, and family engagement supports to address student and community needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Additional support to new teachers, outside of the normal campus instructional coaching timeframe (Penguin Academy), to support their growth in the use of district curriculum, technology resources, classroom management strategies, and instructional best practice, were inconsistent.
Root Cause: The campus administrators failed to consistently implement the new teacher support sessions (Penguin Academy) to enhance the instructional growth of new teachers outside of their standard instructional coaching cycles.

Problem Statement 2: Although our student enrollment increased from the previous year, we failed to maintain 100% staffing in the core grade levels. During the year, 3 classes filed to maintain a certified teacher.
Root Cause: The campus failed to maintain highly qualified teachers to fill campus vacancy positions.

Problem Statement 3: During the 2025-2026 school year, there was inconsistencies in the implementation of the campus house system activities and student incentive store, to support the SEL needs of our students and nurture the sense of belonging.
Root Cause: The staff lacked the establishment of systems that would provide structure and consistency to encourage all students to have a sense of belonging within our school community.

Problem Statement 4 (Prioritized): According to the 2025-26 campus attendance data, the Pre-K through 5th grade chronic attendance rate remained at 12%, however it still remains above the campus goal of 10%.
Root Cause: There was inconsistency with follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.

Perceptions

Perceptions Summary

Members of our school community are gradually increasing their involvement in campus activities. Parents and community members were able to attend various school events: Back to School Event, Winter Program, Literacy Night, Black History Program, Fall Festival and Resource Fair, Sneaker Ball, Muffins with Moms, Donuts with Dads, Grandparents Day, STEM Night, Meet the Teacher Night, P4 (Pate Penguin Parent Partnership/ All Pro Dads), Storybook Parade, as well as end of the year awards ceremonies.

Our campus has a Communities in School Social Worker that supports 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. Additionally, Girls Inc. was added the campus to provide additional wrap around services for 3rd-5th grade students

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 CAMP Global Ministries, 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), Central Bible Church, Tarrant Area Food Bank (TAFB), Wal*Mart (Eastchase), Community Food Bank, McMillan United Methodist Church, Truevine Missionary Baptist Church, Shipley's Do-Nuts, Dunkin Donuts, Raising Cane's, Starbucks, Home Depot, SPARC, Texas Health Resources, Retired Teachers Association, Sweet Home Baptist Church, TCU Greek Life Association, Texas Yes Project, Gail Lewis, LuLu's Ladies, Street Boss Unlimited, Ruby Anderson Event Planning, Maximus Dentistry, and the Fort Worth Area Civic Leaders Association, Masonic, TCU, Family Action Center, Julie Luttrell, and the Black Heart Association.

We have a large population of African Emergent Bilingual students 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

Students generally perceive the school as a safe, welcoming, and enjoyable place. Most students report feeling that they belong, which reflects a positive school culture where relationships, inclusivity, and emotional safety are prioritized.

Parents and community members increasingly perceive the campus as open, inclusive, and engaging, evidenced by strong participation across a wide range of events (academic, cultural, social, and family-centered). This consistent involvement builds trust and reinforces the idea that the school values meaningful partnerships.

Families and students perceive the school as supportive and responsive to academic, social, emotional, and basic needs. The presence of a CIS Social Worker, Family Engagement Specialist, School Counselor, Girls Inc., and numerous community partners reinforces the belief that the school genuinely cares about student well-being and works to remove barriers to success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our campus continues to increase the number of outside corporations and agency donors, however the number or campus volunteers remains low (a total of 8 for the 2025-26 school year).
Root Cause: The campus has not identified the areas of need for effective volunteer participation and how they will be utilized at the campus to support instruction and campus operations.

Problem Statement 2 (Prioritized): Emergent Bilingual families (45% of campus population) experience limited access to effective school communication and engagement due to language barriers, as translators for various African languages are not readily available.
Root Cause: Limited availability of in-person, culturally responsive translators results in an overreliance on the district language line, which does not consistently support real-time communication or relationship-building with families.

Priority Problem Statements

Problem Statement 1: According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%).

Root Cause 1: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the 2025-26 MOY MAP Growth Reading data of our African American students average RIT is 10 points below the average RIT of our Hispanic students. African American Average RIT-172 Hispanic average RIT 182. The gap shows a 1pt decrease from the 2024-25 school year.

Root Cause 2: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students which also makes up a large percentage of the Emergent Bilingual population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%.

Root Cause 3: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the 2024-25 STAAR Data, 48% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours

Root Cause 4: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to the MOY CLI Engage, 83% of students were on track in math, which is a 7% decrease from the 2024-2025 school year.

Root Cause 5: 44% of the students in the PreK class are Emergent Bilingual students. The Teaching Strategies curriculum has gaps that do not reach the EB students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Additional support to new teachers, outside of the normal campus instructional coaching timeframe (Penguin Academy), to support their growth in the use of district curriculum, technology resources, classroom management strategies, and instructional best practice, were inconsistent.

Root Cause 6: The campus administrators failed to consistently implement the new teacher support sessions (Penguin Academy) to enhance the instructional growth of new teachers outside of their standard instructional coaching cycles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: According to the 2025-26 campus attendance data, the Pre-K through 5th grade chronic attendance rate remained at 12%, however it still remains above the campus goal of 10%.

Root Cause 7: There was inconsistency with follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Emergent Bilingual families (45% of campus population) experience limited access to effective school communication and engagement due to language barriers, as translators for various African languages are not readily available.

Root Cause 8: Limited availability of in-person, culturally responsive translators results in an overreliance on the district language line, which does not consistently support real-time communication or relationship-building with families.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

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 and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 24% to 50%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 35% to 45% by June 2027.
Increase the performance of continuously enrolled Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 36% by June 2027.

Evaluation Data Sources: Six Weeks Assessment Data and DOL Data

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 and continuous implementation of the curriculum (IPC aligned to the TEKS).

Strategy's Expected Result/Impact: 36% of our 3rd grade ELAR students will perform at the Meets level on district six weeks assessments.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Enhance PK3-5th grade teachers' content knowledge and instructional practices through structured, ongoing PLCs that prioritize lesson internalization, strategic scaffolding, differentiated instruction, lesson rehearsals, and actionable feedback. **Intended Audience:** PK3-5th Grade teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team (ILT) **Date(s) / Timeframe:** On-going, August-May **Collaborating Departments:** Curriculum & Instruction **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Conduct weekly walkthroughs/spot observations in which administrators provide timely, actionable feedback to close the feedback loop. Follow-up walkthroughs with debrief sessions to identify trends and inform targeted support through PLCs, coaching, modeling, and/or co-teaching. **Intended Audience:** Teachers and Administrators **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going, August-May **Collaborating Departments:** Curriculum & Instruction **Delivery Method:** In-person **Funding Sources:** Supplies for Instruction - Title I (211) - 211-11-6399-501-153-30-153-101000 - $10,345			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate the use of library book (dictionary) resources and hands-on activities, within the various learning platforms that embed technology into the teaching and learning. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** On-going, August-May **Collaborating Departments:** Teaching and Learning Dept. , Library Media Services, and Technology Department. **Delivery Method:** In Person- hands on **Funding Sources:** Library Books - Title I (211) - 211-11-6329-501-153-30-153-101000 - $1,500, Title 1 TA - Title I (211) - 211-11-6129-501-153-30-153-101000 - $26,894, Fringe- Title 1 TA - Title I (211) - 211-XX-614X-501-153-30-153-101000 - $4,841			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%). **Root Cause**: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.

Student Learning

Problem Statement 1: According to the 2024-25 STAAR Data, 48% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours **Root Cause**: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 24% to 50%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 38% to 48% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 0% to 0% by June 2027.
Increase the performance of continuously enrolled Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 50% by June 2027.

High Priority

Evaluation Data Sources: MAP Growth Data

Strategy 1: Provide targeted professional development for all teachers, focusing on strategies for supporting Emergent Bilingual students. This should include workshops on language acquisition, culturally responsive teaching, and differentiated instruction techniques.

Strategy's Expected Result/Impact: 48% of our Kinder-3rd grade students will Meet or Exceed grade level norms on EOY MAP Growth Reading in English.

Staff Responsible for Monitoring: Administrators

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrators will engage in weekly collaboration sessions to calibrate & debrief walkthroughs, discuss trends and individual teacher needs, review student data and student work, and make preparations for PLCs, discuss coaching supports ("Get Better Faster"- Paul Bambrick-Santoyo), faculty meetings, and professional development. **Intended Audience:** Administrators **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going, August-May **Collaborating Departments:** Curriculum & Instruction, Teaching and Learning **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Develop the capacity of new teachers at A.M. Pate (0-2 years) through ongoing professional development via the Pate Penguin Academy. This program will strengthen instructional practices by focusing on campus instructional expectations, classroom management systems, coaching, and feedback. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Teacher Leaders **Date(s) / Timeframe:** On-going, August-May (monthly) **Collaborating Departments:** Curriculum & Instruction, Teaching and Learning **Delivery Method:** In-person **Funding Sources:** Extra Duty for PD - Title I (211) - 211-13-6116-501-153-30-153-101000 - $2,000, Fringe - Title I (211) - 211-XX-614X-501-153-30-153-101000 - $540			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%). **Root Cause**: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.
Problem Statement 2: According to the 2025-26 MOY MAP Growth Reading data of our African American students average RIT is 10 points below the average RIT of our Hispanic students. African American Average RIT-172 Hispanic average RIT 182. The gap shows a 1pt decrease from the 2024-25 school year. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students which also makes up a large percentage of the Emergent Bilingual population.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 24% to 50%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 18% to 28% by June 2027.
Increase the performance of continuously enrolled Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 18% to 28% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessment Data

Strategy 1: The campus will implement a visual data tracking system to monitor and analyze multiple data sources, including MAP, Benchmark/Six Weeks assessments, CLI, DOL/Exit Tickets, and i-Ready data

Strategy's Expected Result/Impact: 28% of our 3rd grade students will score at the Meets performance level on the Reading Benchmark Assessments.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will develop a data tracking system to monitor student progress. Additionally, teachers and students will maintain individual data folders or binders to support ongoing reflection and identify targeted action steps for improvement. **Intended Audience:** Teachers, students, and administrators **Provider / Presenter / Person Responsible:** Teachers and administrators **Date(s) / Timeframe:** On-going (September-May) **Collaborating Departments:** Curriculum & Instruction, Teaching & Learning, and Accountability & Data Quality **Delivery Method:** In-person **Funding Sources:** Tutoring - Title I (211) - 211-11-6116-501-153-30-153-101000 - $6,000, Fringe - Title I (211) - 211-XX-614X-501-153-30-153-101000 - $1,440			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The campus will facilitate data meeting with teachers to review and internalize assessment data, so that next steps can be created. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going September - May **Collaborating Departments:** Curriculum & Instruction, Teaching & Learning, and Accountability & Data Quality **Delivery Method:** In-person **Funding Sources:** Subs for Professional Development - Title I (211) - 211-11-6112-501-153-30-153-101000 - $2,000, Fringe - Title I (211) - 211-XX-614X-501-153-30-153-101000 - $540			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%). **Root Cause**: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.
Problem Statement 2: According to the 2025-26 MOY MAP Growth Reading data of our African American students average RIT is 10 points below the average RIT of our Hispanic students. African American Average RIT-172 Hispanic average RIT 182. The gap shows a 1pt decrease from the 2024-25 school year. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students which also makes up a large percentage of the Emergent Bilingual population.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 10% to 30%

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 29% to 39% by June 2027.
Increase the performance of continuously enrolled Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 39% by June 2027.

Evaluation Data Sources: Six Weeks Assessment Data

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 and continuous implementation of the curriculum (IPC aligned to the TEKS).

Strategy's Expected Result/Impact: 39% of our 3rd grade Math students will perform at the Meets level on district six weeks assessments.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Enhance PK3-5th grade teachers' content knowledge and instructional practices through structured, ongoing PLCs that prioritize lesson internalization, strategic scaffolding, differentiated instruction, lesson rehearsals, and actionable feedback. **Intended Audience:** PK3-5th Grade teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going, August-May **Collaborating Departments:** Curriculum & Instruction **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Develop the capacity of new teachers at A.M. Pate (0-2 years) through ongoing professional development via the Pate Penguin Academy. This program will strengthen instructional practices by focusing on campus instructional expectations, classroom management systems, coaching, and feedback. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Teacher Leaders **Date(s) / Timeframe:** On-going, August-May (monthly) **Collaborating Departments:** Curriculum & Instruction, Teaching and Learning **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.
Problem Statement 3: According to the MOY CLI Engage, 83% of students were on track in math, which is a 7% decrease from the 2024-2025 school year. **Root Cause**: 44% of the students in the PreK class are Emergent Bilingual students. The Teaching Strategies curriculum has gaps that do not reach the EB students.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 10% to 30%

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 39% to 50% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 0% to 0% by June 2027.
Increase the performance of continuously enrolled Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 57% by June 2027.

Evaluation Data Sources: MAP Data Reports

Strategy 1: Provide targeted professional development for all teachers, focusing on strategies for supporting Emergent Bilingual students. This should include workshops on language acquisition, culturally responsive teaching, and differentiated instruction techniques.

Strategy's Expected Result/Impact: 50% of our Kinder-3rd grade students will Meet or Exceed grade level norms on EOY MAP Growth Math in English.

Staff Responsible for Monitoring: Administrators

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrators will engage in weekly collaboration sessions to calibrate & debrief walkthroughs, discuss trends and individual teacher needs, review student data and student work, and make preparations for PLCs, discuss coaching supports ("Get Better Faster"- Paul Bambrick-Santoyo), faculty meetings, and professional development. **Intended Audience:** Administrators **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going, August-May **Collaborating Departments:** Curriculum & Instruction, Teaching and Learning **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Develop the capacity of new teachers at A.M. Pate (0-2 years) through ongoing professional development via the Pate Penguin Academy. This program will strengthen instructional practices by focusing on campus instructional expectations, classroom management systems, coaching, and feedback. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Teacher Leaders **Date(s) / Timeframe:** On-going, August-May (monthly) **Collaborating Departments:** Curriculum & Instruction, Teaching and Learning **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.
Problem Statement 3: According to the MOY CLI Engage, 83% of students were on track in math, which is a 7% decrease from the 2024-2025 school year. **Root Cause**: 44% of the students in the PreK class are Emergent Bilingual students. The Teaching Strategies curriculum has gaps that do not reach the EB students.
School Processes & Programs
Problem Statement 1: Additional support to new teachers, outside of the normal campus instructional coaching timeframe (Penguin Academy), to support their growth in the use of district curriculum, technology resources, classroom management strategies, and instructional best practice, were inconsistent. **Root Cause**: The campus administrators failed to consistently implement the new teacher support sessions (Penguin Academy) to enhance the instructional growth of new teachers outside of their standard instructional coaching cycles.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 10% to 30%

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 12% to 22% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 23% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessment Data

Strategy 1: The campus will implement a visual data tracking system to monitor and analyze multiple data sources, including MAP, Benchmark/Six Weeks assessments, CLI, DOL/Exit Tickets, and i-Ready data.

Strategy's Expected Result/Impact: 22% of our 3rd grade students will score at the Meets performance level on the Math Benchmark Assessments.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will develop a data tracking system to monitor student progress. Additionally, teachers and students will maintain individual data folders or binders to support ongoing reflection and identify targeted action steps for improvement. **Intended Audience:** Teachers, students, and administrators **Provider / Presenter / Person Responsible:** Teachers and administrators **Date(s) / Timeframe:** On-going (September-May) **Collaborating Departments:** Curriculum & Instruction, Teaching & Learning, and Accountability & Data Quality **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The campus will facilitate data meeting with teachers to review and internalize assessment data, so that next steps can be created. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** On-going September - May **Collaborating Departments:** Curriculum & Instruction, Teaching & Learning, and Accountability & Data Quality **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to the 2024-25 STAAR Data, 48% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours **Root Cause**: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.
Problem Statement 2: According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.
Problem Statement 3: According to the MOY CLI Engage, 83% of students were on track in math, which is a 7% decrease from the 2024-2025 school year. **Root Cause**: 44% of the students in the PreK class are Emergent Bilingual students. The Teaching Strategies curriculum has gaps that do not reach the EB students.

Goal 3: Reduce the number of schools that are rated F from 8% to 3%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR assessments in English from 29% to 39% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR assessments in Spanish from 0% to 0% by June 2027.
Increase RLA Achievement for Economically Disadvantaged students from 29% to at least 46% by June 2027.
Increase RLA Achievement for Continuously Enrolled students from 37% to at least 56% by June 2027.

High Priority

Evaluation Data Sources: Six weeks assessments, Benchmark Assessment, MAP

Strategy 1: The campus will implement targeted, research-based, data-driven literacy interventions through intentional small-group instruction and culturally responsive teaching practices to increase ELAR achievement for all students, with a focused emphasis on improving outcomes for African American subgroups.

Strategy's Expected Result/Impact: 39% of our 3rd-5th grade students will perform at the Meets level on the English ELAR Benchmark.
Economically Disadvantaged students increase RLA from 29% to at least 46% by June 2027 i
RLA Achievement for Continuously Enrolled students from 37% to at least 56% by June 2027.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will implement a campus wide Interventions block (WIN Time) where teaches will engage students in literacy researched based small group interventions. Intervention progress will be tracked and monitored through Branching Minds. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** On-going (August-May) **Collaborating Departments:** Curriculum & Instruction and Teaching & Learning **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will strengthen students ELAR performance by engaging students in daily student to student and student to teacher discourse (Accountable talk stems) and engage students in daily writing task which may include (ECR and/or SCR writing) to strengthen comprehension. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On-going (August-May) **Collaborating Departments:** Teaching and Learning **Delivery Method:** In-person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%). **Root Cause**: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.
Problem Statement 2: According to the 2025-26 MOY MAP Growth Reading data of our African American students average RIT is 10 points below the average RIT of our Hispanic students. African American Average RIT-172 Hispanic average RIT 182. The gap shows a 1pt decrease from the 2024-25 school year. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American students which also makes up a large percentage of the Emergent Bilingual population.

Student Learning
Problem Statement 1: According to the 2024-25 STAAR Data, 48% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours **Root Cause**: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.

School Processes & Programs

Problem Statement 4: According to the 2025-26 campus attendance data, the Pre-K through 5th grade chronic attendance rate remained at 12%, however it still remains above the campus goal of 10%. **Root Cause**: There was inconsistency with follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.

Goal 3: Reduce the number of schools that are rated F from 8% to 3%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 23% to 33% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 0% to 0% by June 2027.
Increase Mathematics Achievement for Economically Disadvantaged students from 32% to at least 50% by June 2027.
Increase Mathematics Achievement for Continuously Enrolled students from 42% to at least 59% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments, Benchmark Assessment Data, MAP

Strategy 1: The campus will implement targeted, research-based, data-driven math interventions through intentional small-group instruction and culturally responsive teaching practices to increase Math achievement for all students, with a focused emphasis on improving outcomes for continuously enrolled and Economic Disadvantaged subgroups.

Strategy's Expected Result/Impact: 33% of our 3rd-5th grade students will perform at the Meets level on the Math Benchmark
Economically Disadvantaged students will increase in math from 32% to at least 50% by June 2027.
Continuously Enrolled students will increase in math from 42% to at least 59% by June 2027.

Staff Responsible for Monitoring: Administrators and Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will implement a Interventions block (WIN Time) in grades 3-5, where teaches will engage students in math researched based small group interventions. Intervention progress will be tracked and monitored through Branching Minds. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** On-going (August-May) **Collaborating Departments:** Curriculum & Instruction and Teaching & Learning **Delivery Method:** In-person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will strengthen students Math performance by engaging students in daily student to student and student to teacher discourse (Accountable talk stems) and engage students in daily fact fluency and/or problem solving activities, to strengthen math achievement. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On-going (August-May) **Collaborating Departments:** Curriculum & Instruction and Teaching & Learning **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to the 2024-25 STAAR Data, 48% of our 4th and 5th grades were impacted by the House Bill 1416 in either math and/or reading which required additional acceleration instructional hours **Root Cause**: Teachers lack the content knowledge to address the student learning gaps and effectively apply differentiated Tier 1 instruction to support learning needs.
Problem Statement 2: According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.
Problem Statement 3: According to the MOY CLI Engage, 83% of students were on track in math, which is a 7% decrease from the 2024-2025 school year. **Root Cause**: 44% of the students in the PreK class are Emergent Bilingual students. The Teaching Strategies curriculum has gaps that do not reach the EB students.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 5% to 1%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 8% to 6% by June 2027. Decrease the number and percentage of continuously enrolled Economic Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 9% to 8% by June 2027.

High Priority

Evaluation Data Sources: Focus Attendance Data

Strategy 1: The attendance committee will consistently analyzes and monitor the attendance data to identify and track students with chronic or high absences, with an emphasis on African American students, 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 2026-2027 school year, will decrease from X% to X%.

Staff Responsible for Monitoring: Administrators, Counselor, Family Engagement Specialist, Data Clerk, CIS, and Attendance Committee

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The attendance committee will meet at the end of each six weeks 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, daily classroom checks, and attendance 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:** Administrators, Data Clerk, Family Engagement Specialist, Counselor, CIS Social Worker, and the Attendance Committee **Date(s) / Timeframe:** On-going through May of 2027 **Collaborating Departments:** Student Records and Parent Partnership **Delivery Method:** In-Person and On-line			

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: The attendance committee will engage families in informational meetings to inform them about state and district procedures and to provide support for families experiencing student attendance concerns. Incentives will also be provided to students with improved attendance. **Intended Audience:** Families and students with excessive absences **Provider / Presenter / Person Responsible:** Asst. Principal, Data Clerk, Family Engagement Specialist, Counselor, and the Attendance Committee **Date(s) / Timeframe:** Ongoing throughout the year **Collaborating Departments:** Student Records and Parent Partnership **Delivery Method:** In-Person and On-line	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
	Formative		
Action Step 3: The attendance committee will review student attendance data each six week and provide incentives for students and classes who meet attendance goals, including perfect attendance. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Asst. Principal, Data Clerk, Family Engagement Specialist, Counselor, and the Attendance Committee **Date(s) / Timeframe:** Ongoing throughout the year **Collaborating Departments:** Student Records and Parent Partnership **Delivery Method:** In-Person	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Build positive relationship and create a sense of belonging within the A.M. Pate School Community by engaging students in authentic conversations and activities that connects them to others (i.e. Campus Wide DoJo and Ticket incentive system. Family Nights, Workshops, Community Service Projects, and Celebrations/Recognition Programs).

Strategy's Expected Result/Impact: The FOCUS Referral data for African American students with suspensions will decrease by 10% from XX to XX during the 2026-2027 school year

Staff Responsible for Monitoring: Administrators and PBIS Committee

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provided incentives for student meeting behavior and and academic goals by providing student incentives such as; certificates, awards, tangible prizes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Administrators, Character Building Committee, & Family Engagement Specialist **Date(s) / Timeframe:** On going throughout the year (each six weeks) **Collaborating Departments:** Students support and Parent Partnerships **Delivery Method:** In person **Funding Sources:** Extra Duty Family Nights - Family Engagement (211) - 211-61-6121-503-153-30-153-101000 - $300, Snacks for Parent Engagement Meetings - Family Engagement (211) - 211-61-6499-503-153-30-153-101000 - $500, FES Supplies - Family Engagement (211) - 211-61-6399-503-153-30-153-101000 - $548, Fringe- Extra Duty Family Nights - Family Engagement (211) - 211-61-614X-503-153-30-153-101000 - $55			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize the campus student support team to identify and support students who have experienced trauma and need behavior supports, 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, CIS, and Administrators **Date(s) / Timeframe:** On-going through May 2027 **Collaborating Departments:** Student Support Dept. **Delivery Method:** In-Person and/or Virtual			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the 2025-2026 MOY MAP Growth Reading assessment data, the Emergent Bilingual (EB) student population showed a 4% increase in the percentage of students meeting their MOY Reading MAP Growth Goal (from 49% to 53%). However, there is a 4% achievement gap between the Emergent Bilingual and the African American student groups (AA 57% and EB 53%). **Root Cause**: Forty-two percent (42%) of the campus population is identified as EB, with nine languages spoken, creating a wide range of language proficiency levels.

Student Learning

Problem Statement 2: According to the MOY Math MAP Growth, the Emergent Bilingual student population had 29% of the K-5th grade students performing at the grade level expectations in comparison to the African American population at 40%. Both student group are performing below the campus goal of 55%. **Root Cause**: School personnel lacked required content knowledge and expertise to completely address the needs and learning style of the whole child of African American and Emergent Bilingual students.

School Processes & Programs

Problem Statement 4: According to the 2025-26 campus attendance data, the Pre-K through 5th grade chronic attendance rate remained at 12%, however it still remains above the campus goal of 10%. **Root Cause**: There was inconsistency with follow through with campus warning letters and SART meetings to inform parents of student attendance concerns and state requirements.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Supplies for Instruction	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-153-30-153-101000	$10,345.00
1	1	1	3	Fringe- Title 1 TA	Fringe	211-XX-614X-501-153-30-153-101000	$4,841.00
1	1	1	3	Title 1 TA	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-153-30-153-101000	$26,894.00
1	1	1	3	Library Books	Instruction | Other Reading Materials (11-6329)	211-11-6329-501-153-30-153-101000	$1,500.00
1	2	1	2	Extra Duty for PD	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-153-30-153-101000	$2,000.00
1	2	1	2	Fringe	Fringe	211-XX-614X-501-153-30-153-101000	$540.00
1	3	1	1	Fringe	Fringe	211-XX-614X-501-153-30-153-101000	$1,440.00
1	3	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-153-30-153-101000	$6,000.00
1	3	1	2	Fringe	Fringe	211-XX-614X-501-153-30-153-101000	$540.00
1	3	1	2	Subs for Professional Development	Instruction | Subs - Professional (11-6112)	211-11-6112-501-153-30-153-101000	$2,000.00
						Sub-Total	$56,100.00
						Budgeted Fund Source Amount	$56,100.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	1	Snacks for Parent Engagement Meetings	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-153-30-153-101000	$500.00
4	1	2	1	Fringe- Extra Duty Family Nights	Fringe	211-61-614X-503-153-30-153-101000	$55.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	1	Extra Duty Family Nights	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-153-30-153-101000	$300.00
4	1	2	1	FES Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-153-30-153-101000	$548.00
						Sub-Total	$1,403.00
						Budgeted Fund Source Amount	$1,403.00
						+/- Difference	$0.00
						Grand Total Budgeted	$57,503.00
						Grand Total Spent	$57,503.00
						+/- Difference	$0.00