

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 153 - Pate ES, A.M.

Principal: Horton, Rochelle

Executive Director: Priscila Dilley

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 95.3

Special Education: 4.8

Dual Language/ESL: 28.8

Gifted and Talented: 6.1

Career and Technology: 0

Percentage of at-risk students: 69.7

Percentage of English Language (EL) students: 25.7

Percentage of economically disadvantage students: 91.7

2019-2020 Campus Site-Based Committee

Name	Role
Jo-Ann Deisinger	Teacher
Martha McGuin	Teacher
Kari Sewell	Teacher
Brianna Strong	Teacher
Tara Robinson	Campus Non-Teacher Professional
Patricia Young	District Level Staff
Chris Reeves	District Level Staff
Nakia Ester	Community Representative
Rochelle Horton	Principal
LaJoy McCoy	Additional Representative Appointment
Jackie Tate	District Employee Relations Council Representative
Priscilla Garcia	Additional Representative Appointment
Cynthia Flint Crawford	Community Representative
Ashely Minor	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Pate ES, A.M..The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 54	79 - Met Standard
Domain 2: School Progress 83	
Domain 3: Closing The Gaps 71	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievemnet in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Student attendance has improved.	1. Additional support and resources for African EL students are needed.	1. Increased academic performance
	2. More students have been identified as GT; STEM will be added from 1st - 5th grades.	2. PD and resources for teachers regarding implementing appropriate interventions for struggling students.	2. Building teacher capacity
	3. More students have been identified as Sp.Ed. and multiple students are waiting for dyslexia testing.	3. Student attendance is major obstacle to student achievement.	3. Social/emotional wellness
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
Student Achievement	1. There are pockets of student academic growth across the campus.	1. Increase student performance in reading, writing, math, and science in all grade levels.	8.
	2. Providing consistent PD based on data, using the Rtl process, and conducting data meetings.	2. Increase students' vocabulary in all content areas.	9.
	3. The number of students achieving 75 or higher the first time on Achieve 3000 has significantly increased.	3. Implementing PD with consistency and fidelity. Many students are still leaving grades below level.	10.
	4.	4.	
	5.	5.	
	6.	6.	
School Culture and Climate	1. Increased collegial relationships and collaboration.	1. Lack of quality substitutes (many jobs go unfilled and classes have to be split).	
	2. Increased visual displays to celebrate student academic and behavioral success.	2. Increasing numbers of outbursts by young students (primary grades).	
	3.	3. Continued violence and crime around the campus.	
	4.	4.	
	5.	5.	
	6.	6.	
Staff Quality/ Professional Development	1. Consistent feedback through walk-throughs, data meetings, face-to-face conferences, and learning walks.	1. Retaining more teachers. There is a high turn-over rate.	
	2. Increased teacher content knowledge due to the new format for PLC/data meetings.	2. Continued need for key support staff (dean of instruction, instructional specialists for reading and math) to provide support for new staff members.	
	3. PD based on data.	3. Tiered PD based on teacher need.	
	4.	4.	
	5.	5.	
	6.	6.	

Curriculum, Instruction, and Assessment	1.	Teachers are more proficient in using data to plan lessons and target specific students.	1.	Intentional and purposeful planning including differentiation, scaffolding, and use of formative assessments.
	2.	Teachers are utilizing intervention plans and progress monitoring; teachers are utilizing more technology.	2.	Scheduled assessments for PK and Kinder students.
	3.	More research-based instructional strategies are being utilized.	3.	Deeper understanding of the TEKS/student expectations.
	4.		4.	
	5.		5.	
	6.		6.	
Family and Community Involvement	1.	Increased number of campus volunteers.	1.	Need an established parent-teacher organization.
	2.	Family events (science night, literacy night, etc.)	2.	Need more parents and community members to volunteer; the same parents consistently volunteer.
	3.	After school program and weekend backpack program.	3.	Need parenting classes to teach parenting skills.
	4.		4.	
	5.		5.	
	6.		6.	
School Context and Organization	1.	Teachers feel supported by the administrative team.	1.	Continue to educate staff on institutional racism and racial equity.
	2.	Campus structures are in place (i.e. structures, systems and procedures, committees, etc.)	2.	More active and direct support at the district level.
	3.	Teachers have input/voice through campus committees and teams.	3.	Need a campus monitor and parent liaison.
	4.		4.	
	5.		5.	
	6.		6.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 153 - Pate ES, A.M.

Principal: Horton, Rochelle

Executive Director: Priscila Dilley

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	48.44	18.75	6.25		
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Priority--Interventions for struggling students Strategy--incentives to promote Achieve3000 usage By May 2020, 75% of 2nd - 5th grade students will increase lexile levels by 125 points as measured by Achieve3000 reports.	<ol style="list-style-type: none"> 1. Obtain a quote for incentives by 8/15. 2. Purchase order is entered by 9/1. 3. Students take the Levelset assessment by 9/13. 4. Monitoring spreadsheet is created by 9/13. 5. Students begin completing 2 Achieve lessons per week by 9/20. 6. Teachers monitor students' lexile after each monthly Levelset assessment. 	Teacher(s)	5/28/2020	Title I	3,000		
2	Priority--Interventions for struggling students Strategy--utilize Accelerate Reader to promote reading By May 2020, 75% of students will meet their 6 weeks goal as measured by AR reports.	<ol style="list-style-type: none"> 1. Obtain a quote for AR by 8/9. 2. Purchase order is entered by 8/30. 3. Librarian puts up AR points wall by 8/30. 4. Students take the BOY Star assessment by 9/13. 5. Teachers set individual goals 9/20. 6. Teachers monitor students' AR goal attainment biweekly. 	Teacher(s)	5/28/2020	Title I	3,500		
3	Priority--Interventions for struggling students Strategy--Fountas & Pinnell levels will be routinely assessed. By May 2020, 75% of kinder - 2nd grade students will be reading on grade level as measured by F&P assessments.	<ol style="list-style-type: none"> 1. Enter requisition 8/5 for supplies to conduct F&P running records (paper and pencils) 2. Teachers complete BOY F&P assessment by 8/30. 3. Make schedule for F&P assessments by 9/6. 4. Teachers make intervention or enrichment plans based on students' reading levels. 5. Conduct F&P assessments according to schedule and teachers revise their intervention plans based on student data. 	Teacher(s)	5/28/2020	Title I	1,000		
4	Priority--Interventions for struggling students Strategy--sight word recognition will be routinely assessed. By May 2020, 75% of kinder - 2nd grade students will fluently read grade level word lists as measured by 6 weeks sight word assessments.	<ol style="list-style-type: none"> 1. Enter requisition by 8/5 for supplies to create wall displays for sight word recognition (laminating film, construction paper, butcher paper, etc.) 2. Enter requisition by 8/5 for supplies to conduct sight word assessments and create take home booklets (paper, pencils, staples, ziplock bags, etc.) 3. Teachers complete BOY sight word assessment by 8/30. 4. Teachers make intervention or enrichment plans based on students' reading levels. 	Teacher(s)	5/28/2020	Title I	1,000		

5	<p>Priority--Interventions for struggling students Strategy--purchase additional library books to increase student fluency and stamina. By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 9/6 for supplies and materials for tutoring (booklets, manilla paper, etc.) 2.Struggling students will be identified based on campus assessment data by 9/16. 3. Teachers to provide tutoring will be identified by 9/20. 4. Tutoring letters will be sent home by 9/20. 5.Tutoring will begin on 9/30. 	Teacher(s)	5/28/2020	Title I	4,000		
6	<p>Priority--Interventions for struggling students Strategy--small group guided reading instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/5 for materials and supplies for SGGR. 2.Teachers will provide SGGR daily. 3. Administrators will conduct walk-throughs and provide feedback. 	Teacher(s)	5/28/2020	Title I	1,500		
7	<p>Priority--Building teacher capacity Strategy--PD on small group guided reading and math instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/2 for supplies for PD. 2.Teachers will be provided PD/expectations for SGGR by 8/30. 3.Teachers will provide SGGR daily. 	Instructional Leadership	5/22/2020	Title I	250		
8	<p>Priority--Building teacher capacity Strategy--PLCs for literacy teachers By May 2020, 75% of kinder - 2nd grade students will be reading on grade level as measured by F&P assessments.</p>	<ol style="list-style-type: none"> 1. Make PLC schedule by 7/30. 2. Request quote for additional swivels by 8/2. 3. Enter requisition for supplies and materials for PLC meetings (chart paper, markers, paper, pens, etc.) 4. Conduct weekly PLC meetings. 	Instructional Leadership	5/22/2020	Title I	1,000		
9	<p>Priority--Interventions for struggling students Strategy--Fountas & Pinnell levels will be routinely assessed By May 2020, 75% of kinder - 2nd grade students will be reading on grade level as measured by F&P assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition 8/5 for supplies to conduct F&P running records (paper and pencils) 2. Teachers complete BOY F&P assessment by 8/30. 3. Make schedule for F&P assessments by 9/6. 4. Teachers make intervention or enrichment plans based on students' reading levels. 5. Conduct F&P assessments according to schedule and teachers revise their intervention plans based on student data. 	Teacher(s)	5/28/2020	SCE	750		
10	<p>Priority--Building teacher capacity Strategy--hire an academic language coach By May 2020, English learner performance will increase by 3 points as measured by TELPAS.</p>	<ol style="list-style-type: none"> 1. Hire by 7/15. 2. Roles and responsibilities developed by 8/2. 3. Begin assisting with planning PD by 8/9. 4. Provide support for teachers throughout the school year. 	Principal	5/29/2020	Title I	69,000		
11	<p>Priority--Interventions for struggling students Strategy--small group guided reading instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 9/30 for materials and supplies for SGGR. 2.Teachers will provide SGGR daily. 3. Administrators will conduct walk-throughs and provide feedback. 	Teacher(s)	5/28/2020	Bilingual	858		

12	<p>Priority--Interventions for struggling students Strategy--sight word recognition will be routinely assessed By May 2020, 75% of kinder - 2nd grade students will fluently read grade level word lists as measured by 6 weeks sight word assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/5 for supplies to create wall displays for sight word recognition (laminating film, construction paper, butcher paper, etc.) 2. Enter requisition by 8/5 for supplies to conduct sight word assessments and create take home booklets (paper, pencils, staples, ziplock bags, etc.) 3. Teachers complete BOY sight word assessment by 8/30. 4. Teachers make intervention or enrichment plans based on students' reading levels. 	Teacher(s)	5/28/2020	SCE	750		
13	<p>Priority--Interventions for struggling students Strategy--small group guided reading instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/5 for materials and supplies for SGGR. 2. Teachers will provide SGGR daily. 3. Administrators will conduct walk-throughs and provide feedback. 	Teacher(s)	5/28/2020	Local (Basic Allotment)	3,000		
14	<p>Priority--Interventions for struggling students Strategy--Fountas & Pinnell levels will be routinely assessed By May 2020, 75% of kinder - 2nd grade students will be reading on grade level as measured by F&P assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition 8/5 for supplies to conduct F&P running records (paper and pencils) 2. Teachers complete BOY F&P assessment by 8/30. 3. Make schedule for F&P assessments by 9/6. 4. Teachers make intervention or enrichment plans based on students' reading levels. 5. Conduct F&P assessments according to schedule and teachers revise their intervention plans based on student data. 	Teacher(s)	5/28/2020	Local (Basic Allotment)	2,500		
15	<p>Priority--Building teacher capacity Strategy--PD on small group guided reading and math instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/2 for supplies for PD. 2. Teachers will be provided PD/expectations for SGGR by 8/30. 3. Teachers will provide SGGR daily. 	Teacher(s)	5/28/2020	Local (Basic Allotment)	3,000		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 153 - Pate ES, A.M.

Principal: Horton, Rochelle

Executive Director: Priscila Dilley

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	By June 2020, 75% of 4th and 5th grade students will increase by 1 performance level in reading and math on STAAR Domain 2 accountability measures as co		71%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	<p>Priority--Interventions for struggling students Strategy--incentives to promote Achieve3000 usage By May 2020, 75% of 2nd - 5th grade students will increase lexile levels by 125 points as measured by Achieve3000 reports.</p>	<ol style="list-style-type: none"> 1. Obtain a quote for incentives by 8/15. 2. Purchase order is entered by 9/1. 3. Students take the Levelset assessment by 9/13. 4. Monitoring spreadsheet is created by 9/13. 5. Students begin completing 2 Achieve lessons per week by 9/20. 6. Teachers monitor students' lexile after each monthly Levelset assessment. 	Teacher(s)	5/22/2020	Title I	2,000		
2	<p>Priority--Interventions for struggling students Strategy--utilize Accelerate Reader to promote reading By May 2020, 75% of students will meet their 6 weeks goal as measured by AR reports.</p>	<ol style="list-style-type: none"> 1. Obtain a quote for AR by 8/9. 2. Purchase order is entered by 8/30. 3. Librarian puts up AR points wall by 8/30. 4. Students take the BOY Star assessment by 9/13. 5. Teachers set individual goals 9/20. 6. Teachers monitor students' AR goal attainment biweekly. 	Teacher(s)	5/22/2020	Title I	3,500		
3	<p>Priority--Interventions for struggling students Strategy--utilize computer assisted instruction for struggling students (Reflex Math and Moby Max). By May 2020, 75% of students will know their math facts as measured by Reflex Math and Moby Max reports. Interventions for struggling students (utilize computer assisted instruction for struggling students--Reflex Math and Moby Max).</p>	<ol style="list-style-type: none"> 1. Obtain all quotes by 8/2. 2. Purchase orders are entered by 8/16. 3. Students are uploaded to the system by 9/6. 4. Students take the BOY assessments and begin using by 9/13. 5. Teachers set individual goals 9/20. 6. Teachers monitor students' AR goal attainment biweekly. 	Teacher(s)	5/28/2020	Title I	6,500		
4	<p>Priority--Interventions for struggling students Strategy--Fountas & Pinnell levels will be routinely assessed. By May 2020, 75% of kinder - 2nd grade students will be reading on grade level as measured by F&P assessments.</p>	<ol style="list-style-type: none"> 1. Enter requisition 8/5 for supplies to conduct F&P running records (paper and pencils) 2. Teachers complete BOY F&P assessment by 8/30. 3. Make schedule for F&P assessments by 9/6. 4. Teachers make intervention or enrichment plans based on students' reading levels. 5. Conduct F&P assessments according to schedule and teachers revise their intervention plans based on student data. 	Teacher(s)	5/28/2020	Title I	1,000		

5	<p>Priority--Interventions for struggling students Strategy--tutoring will be provided to identified struggling students By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 9/6 for supplies and materials for tutoring (booklets, manilla paper, etc.) 2.Struggling students will be identified based on campus assessment data by 9/16. 3. Teachers to provide tutoring will be identified by 9/20. 4. Tutoring letters will be sent home by 9/20. 5.Tutoring will begin on 9/30. 	Teacher(s)	5/15/2020	Title I	9,500		
6	<p>Priority--Interventions for struggling students Strategy--small group guided reading and guided math instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/5 for materials and supplies for SGGR and SGGM. 2.Teachers will provide SGGR and SGGM daily. 3. Administrators will conduct walk-throughs and provide feedback 	Teacher(s)	5/22/2020	Title I	5,000		
7	<p>Priority--Building teacher capacity Strategy--PD on small group guided reading and math instruction will be provided By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/2 for supplies for PD. 2.Teachers will be provided PD/expectations for SGGR and SGGM by 8/30. 3.Teachers will provide SGGR daily. 	Instructional Leadership	5/22/2020	Title I	500		
8	<p>Priority--Building teacher capacity Strategy--utilize computer resources for teachers such as All in Learning, Reading A-Z, and Measuring Up Live By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Obtain all quotes by 8/2. 2.Purchase orders are entered by 8/16. 3. Class lists are uploaded to the system by 9/6 (All in Learning only). 4. Teachers begin using by 9/13. 	Teacher(s)	5/22/2020	Title I	9,506		
9	<p>Priority--Building teacher capacity Strategy--PLCs for literacy and math teachers By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Make PLC schedule by 7/30. 2. Request quote for additional swivels by 8/2. 3. Enter requisition for supplies and materials for PLC meetings (chart paper, markers, paper, pens, etc.) 4. Conduct weekly PLC meetings. 	Instructional Leadership	5/22/2020	Title I	2,500		
10	<p>Priority--Building teacher capacity Strategy--targeted and specific PD on understanding and analyzing the standards--TEKS) By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/2 for supplies for PD. 2.Teachers will be provided PD on understanding and analyzing the TEKS by 9/6. 3.Teachers will begin planning lessons aligned to the standards. 	Instructional Leadership	5/22/2020	Title I	1,000		
11	<p>Priority--Building teacher capacity Strategy--targeted and specific PD on creating standards aligned lessons and resources By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/2 for supplies for PD. 2.Teachers will be provided PD on planning lessons based on the standards by 9/13. 3.Teachers will begin planning lessons aligned to the standards. 	Instructional Leadership	3/6/2020	Title I	5,000		
12	<p>Priority--Building teacher capacity Strategy--targeted and specific PD on creating standards aligned assessments, including formative assessments By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<ol style="list-style-type: none"> 1. Enter requisition by 8/2 for supplies for PD. 2.Teachers will be provided PD on creating standards-aligned assessments by 9/20. 3.Teachers will begin creating standards aligned assessments. 4. These will be monitored via walkthrough observations. 	Instructional Leadership	4/24/2020	Title I	3,000		

13	<p>Priority--Interventions for struggling students Strategy--tutoring will be provided to identified struggling students</p> <p>By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<p>1.2.Struggling students will be identified based on campus assessment data by 9/16.</p> <p>2. Teachers to provide tutoring will be identified by 9/20.</p> <p>3. Tutoring letters will be sent home by 9/20.</p> <p>4. Tutoring will begin on 9/30.</p>	Teacher(s)	5/28/2020	SCE	2,220		
14	<p>Priority--Interventions for struggling students Strategy--supplies and materials will be provided</p> <p>By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<p>1. Enter requisition by 10/5 for supplies and materials for struggling students (booklets, manilla paper, etc.)</p> <p>2.Struggling students will be identified based on campus assessment data by 10/30.</p>		10/31/2019	Special Education	2,000		
15	<p>Priority--Interventions for struggling students Strategy--tutoring will be provided to identified struggling students</p> <p>By May 2020, the number of students at Meets will increase by 10% as measured by STAAR and NWEA MAP scores.</p>	<p>1. Enter requisition by 9/6 for supplies and materials for tutoring (booklets, manilla paper, etc.)</p> <p>2.Struggling students will be identified based on campus assessment data by 9/16.</p> <p>3. Teachers to provide tutoring will be identified by 9/20.</p> <p>4. Tutoring letters will be sent home by 9/20.</p> <p>5.Tutoring will begin on 9/30.</p>	Teacher(s)	5/22/2020	Local (Basic Allotment)	15,855		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 153 - Pate ES, A.M.

Principal: Horton, Rochelle

Executive Director: Priscila Dilley

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	5	May 1, 2020
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	49	39	May 28, 2020
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	85	95	May 22, 2020

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Priority--increased academic performance By May 2020, the percentage of health lessons completed by teachers will increase from 85% to 90% as measured by health lesson checklists.	<ol style="list-style-type: none"> 1. Create schedule and checklist for completing health lessons by 8/2. 2. Enter requisition to purchase paper for health lessons by 8/2. 3. Provide health lesson schedule to teachers by 8/16. 4. Teachers begin submitting health lessons (and student work) to administrators by 8/30. 5. Administrators document health lessons submitted (on time) on the checklist. 	Principal		Local (Basic Allotment)	500		
2	Priority--Social/emotional wellness By May 2020, the number of parent meetings will increase from 2 to 5 as measured by parent sign-sheets and meeting agendas. This includes family nights such as Family Science, Literacy, and Math.	<ol style="list-style-type: none"> 1. Create a calendar of parent meetings by 8/2. 2. Enter requisition by 8/2 for supplies and materials for flyers. 3. During Meet the Teacher (8/15) and Open House (9/5), have parents complete a survey of topics to schedule 4. Enter requisition for snacks for parent meetings one month prior to each event. 5. Maintain all sign-in sheets for each meeting. 	Other	5/1/2020	Title I	2,150		
3	Priority--Social/emotional wellness By May 2020, behavior disruptions of identified students will decrease by 25% as measured by behavior incidents/calls to classrooms.	<ol style="list-style-type: none"> 1. Identify students in need of behavior support (last year's data) by 8/30. 2. Meet with parents by 9/13. 3. An individualized plan is created for each student (incentives, outside counseling, etc.) by 9/13. 4. Behavior interventionist creates a schedule to meet with students based on need by 9/13. 5. Student discipline data and classroom will be evaluated at the end of each grading cycle. 	Other	5/28/2020	Title I	2,000		
4	Priority--Social/emotional wellness By May 2020, behavior disruptions of identified students will decrease by 25% as measured by behavior incidents/calls to classrooms.	<ol style="list-style-type: none"> 1. Retain services of the behavior interventionist. 	External Stakeholder	5/29/2020	FWCP	65,000		
5	Priority--Social/emotional wellness By May 2020, the number of students attending "citizenship day" for appropriate behavior will increase by 20% compared to BOY numbers.	<ol style="list-style-type: none"> 1. Create the "good citizenship" wall. 2. Homeroom teachers will assign and track students' weekly conduct grade. 3. Enter requisitions for bounce house, balloons, etc. 	Assistant Principal	5/29/2020	Other	2,000		

6	Priority--Social/emotional wellness By May 2020, the number of parent meetings will increase from 2 to 5 as measured by parent sign-sheets and meeting agendas.	<ol style="list-style-type: none"> 1. Create a calendar of parent meetings by 8/2. 2. Enter requisition by 8/2 for supplies and materials for flyers. 3. During Meet the Teacher (8/15) and Open House (9/5), have parents complete a survey of topics to schedule 4. Enter requisition for snacks for parent meetings one month prior to each event. 5. Maintain all sign-in sheets for each meeting. 	Principal	5/1/2020	Local (Basic Allotment)	2,000		
7	Priority--Social/emotional wellness By May 2020, behavior disruptions of identified students will decrease by 25% as measured by behavior incidents/calls to classrooms.	<ol style="list-style-type: none"> 1. Identify students in need of behavior support (last year's data) by 8/30. 2. Meet with parents by 9/13. 3. An individualized plan is created for each student (incentives, outside counseling, etc.) by 9/13. 4. Behavior interventionist creates a schedule to meet with students based on need by 9/13. 5. Student discipline data and classroom will be evaluated at the end of each grading cycle. 	Other	5/28/2020	Local (Basic Allotment)	2,500		
8								
9								
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15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 29,355.00	\$ 3,720.00	-	\$ 858.00	\$ 331.00	\$ 2,000.00	\$ 137,756.50	\$ 174,020.50

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Horton, Rochelle

Executive Director: Priscila Dilley

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 8,500.00	\$ 1,500.00	-	\$ 858.00	-	-	\$ 84,250.00	\$ 95,108.00
Mission	\$ 15,855.00	\$ 2,220.00	-	-	-	\$ 2,000.00	\$ 49,006.00	\$ 69,081.00
Learning Environment Goals	\$ 5,000.00	-	-	-	-	-	\$ 4,150.00	\$ 9,150.00
Total Allocated	\$ 29,355.00	\$ 3,720.00	-	\$ 858.00	-	\$ 2,000.00	\$ 137,406.00	\$ 173,339.00
Percent Budgeted	100%	100%	0%	100%	0%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 65,000.00	-	-	\$ 65,000.00