

**Fort Worth Independent School District**  
**153 A.M. Pate Elementary School**  
**2022-2023 Campus Improvement Plan**

# Mission Statement

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

## Vision

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

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 6
  - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- District Goals 10
  - District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. 11
  - District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024. 19
  - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 26
  - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 30
- Campus Funding Summary 38
- Addendums 40

# Comprehensive Needs Assessment

Revised/Approved: September 20, 2022

## Demographics

### Demographics Summary

A.M. Pate Elementary is a PK - 5th grade neighborhood school located on the southeast side of Fort Worth. Our student enrollment has been declining over the past 3 years. In past years we had 500+ students enrolled. For the 2021 - 2022 school year, our enrollment remained around 381 students. We offer Bilingual, ESL, GT, and Special Education services to students who qualify. In the past the campus had a STEM program however the district changed the format for STEM and it is no longer funded at the elementary level. Due to work schedules, we have a difficult time getting our parents to be actively involved in campus committees.

Our student discipline data has improved over the years with significantly fewer students being suspended and no students being expelled from school. We have an identified group of students who receive the majority of the discipline referrals. Our student mobility rate has been reduced to about 15%. About 1/3 of the students who leave the campus move to another school within the high school feeder pattern but the rest leave the feeder pattern or the district. The average class-size is 18:1. Before COVID-19, we worked on student attendance and the rate increased to roughly 97%. Incentives were provided to both students and teachers for increased attendance. Unfortunately, over the last 2 years, our attendance rate has dropped. During the 2020-21 school year our attendance was 91% and it increased to 94%. Due to the hiring of our Family Engagement Specialist, our attendance has consistently increased. The Data Clerk, Family Engagement Specialist, and homeroom teachers consistently examine attendance data; phone calls to parents are made, warning letters are sent, and our Regional Specialist for Parent Partnerships, conducts SART meetings with parents. Throughout the year we specifically targeted chronically absent students and provided incentives for approved attendance and were successful.

The campus demographics are 99% economically disadvantaged, 68% African-American, 28% Hispanic, and 4% Other. The student population is 54% female and 46% male. In looking at student groups, 6.3% of our students receive GT services, 6% receive special education services, and 40.4% are LEP who receive bilingual or ESL services. Thirty percent of the African-American student population is EL comprised of African refugees, asylees, and American-born citizens whose first language is something other than English. Approximately 2.6% of our students are homeless. The African-American and African-American LEP student groups are the most at-risk academically.

Eight percent of the teachers were new to the campus, is new: 4% are brand new to teaching; 38% have 3 years or less teaching experience; 4% are new to the building with prior teaching experience; and 62% are veteran teachers who have been on campus for 4 or more years. Fifty-four percent of teachers went through or are going through an alternative certification program. The teaching staff is 50% African-American, 19% Hispanic, and 31% White. There are 6 male teachers and 20 female teachers. The principal has been at the campus for 11 years with a total of 22 years in administration and the assistant principal has been at the campus for 11 years with a total of 13 years in administration.

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

### Demographics Strengths

A.M. Pate has improved student attendance over the past few years. COVID has caused a drop in student attendance. However, our attendance is still the highest among the other elementary schools in our feeder pattern. In addition, calls made by our Family Engagement Specialist, to parents of absent children, has assisted in the increase of our average daily attendance. The teachers have done a great job in identifying students who may have learning disabilities or dyslexia.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** During the 2021-2022 school year, 35% (8 out of 23) of the Pre-K through 5th grade and SpEd teachers had 3 years or less teaching experience.

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

**Problem Statement 2:** Out of the total student population of 381 students, 6% are identified gifted and talented. **Root Cause:** Due to a lack of an established campus GT committee, we were unable to complete a successful identification process.

# Student Learning

## Student Learning Summary

During the 2022-2023 school year, the teachers will be learning a new Reading (Amplify) and Math (Eureka) Program which will expose the students to culturally rich and rigorous text and learning materials.

EOY NWEA MAP Growth data indicates 49% of the students in Kindergarten through 5th grade met their projected growth in Math, while 38% of those students met the projected growth in Reading. Since the MOY, there was an 8% increase in students meeting the expected growth in Math (49%) and 5% increase in Reading (38%). According to the NWEA EOY Student Growth Summary Report, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students met or exceeded the Grade Level Norm Projected Growth in Math whereas 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade students met or exceeded in Reading.

MOY Benchmark data indicates 33% of the 3rd grade students met standard in Reading, while 52% of the 4th and 62% of the 5th grade students met standard. MOY Math Benchmark data indicates 22% of the 3rd grade students met standard, while 41% of the 4th and 51% of the 5th grade students met standard. All data sources indicate students have, and continue to grow academically.

## Student Learning Strengths

Some of the student learning strengths are students have increased their LEXIA Core 5 weekly unit completion to 68%. Of the students meeting their targeted units, 20% met or exceeded their end of the year completion goal. At the beginning of the year only 30% of the students were meeting the weekly unit goal. According to the end of the year data 5 out of 11 teachers (45%) consistently implemented the program with fidelity which is an indication of teachers implementing the best practices learned during the professional development sessions. Students STAAR data indicated the students in 4th grade showed the most growth.

85% - 90% of the teachers have become acclimated to aligning effectively written Learning Objectives with daily instructions and assessments. Teachers and students are able to analyze the data and create action steps for accountability. Teachers participated in ongoing PLCs to improve teacher quality and support our campus' focus areas Alignment, Student Engagement, and Formative Assessments.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** As indicated on the 2021-2022 MOY NWEA MAP Growth data, 59% of students did not meet projected growth in math and 67% of students did not meet projected growth in reading. **Root Cause:** As a campus, we are not delivering effective tier 1 instruction due to lack of experience and training.

**Problem Statement 2:** On Lexia Core 5, 44% of first, third through fifth students are working below grade level as of April 11th. **Root Cause:** Teachers are not able to effectively deliver high quality tier 1 instruction during whole group lessons. Teachers are not comfortable with providing needed scaffolding within high quality tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

During the 2022 - 2023 school year, the District/Campus will be implementing a new Reading and Math Program/Curriculum. This year was our 2nd year of implementing the LEXIA Core 5 program to support readers at various levels. The teachers are now more knowledgeable of how to utilize the various resources to support students. During the 2021-2022 school year, we had a decreased number of core teacher turnover, which aided in the teacher's experience with using the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. All of these teachers participated in ongoing PLCs where they were able to analyze data, examine student work, collaborate, and learning best practice strategies. The school calendar is created before students arrive with dates for programs, fire drills, committee meeting dates, parent events, etc. In addition, the PLC activity schedule is coordinated with the professional development calendar. A social skills time was built into the schedule a couple of years ago to address the high number of discipline infractions students received. Discipline data was used determine the topics of lessons taught. In addition, an MHMR Navigator was added to the campus to support student social and emotional needs.

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

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

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

# Perceptions

## Perceptions Summary

Due to CDC Covid-19 safety protocols, members of our school community have slowly began to get involved in on campus activities. All of the students are now in person. Parents and community members were able to attend various school events: black history program, pyramid block party, muffins with moms, donuts with dads, as well as end of the year awards ceremonies. Our campus was provided an MHMR Navigator to help support the social and emotional needs of our students who are identified as at risk. Our Family Engagement Specialist and school counselor actively provides resources to students and families by identifying needed supports. Through donations and partnerships were able to provide school uniforms, school supplies, and food items for needy families. Krogers, Eastland Church of Christ, The Proof Coalition, the Walraven Company, Dunbar High School Alumni Association, Round 1 Boxing, Jill Alaman (Keller Williams), York Builders, Seasons of Change, Stride Rite of Lewisville, Rosa's Café, Pate Foundation, Glynis and Henry Riser, Maria Lobatos Serrano, LaShanda Davis, and Kim Saves Soles.

We have a large population of African asylees, refugees, and American-born citizens whose first language is something other than English. The parents of these students speak one of multiple African languages and translators are not readily available, especially for the not so familiar languages. Some of our parents had negative experiences in school and are hesitant to visit or to actively engage with us. Most of our students describe the school as a fun place. Most of them feel safe here and feel like they belong

## Perceptions Strengths

Based on survey results, most students and staff are happy to be here. Most of the parents feel that the school is a safe place. The staff treat each other like family. Whenever there is a crisis, the staff quickly pitch in to help others in need. Despite the language barrier, parents come to school or call with a translator to ask questions or to communicate needs.

## Problem Statements Identifying Perceptions Needs

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

**Problem Statement 2 (Prioritized):** In the school year 2021-22 A.M. Pate offered only 4 family events for family involvement. **Root Cause:** Administration did not set up a system to create campus committees to establish family events or activities.

**Problem Statement 3 (Prioritized):** According to the 2021-22 campus attendance data, the Pre-K through 5th grade attendance rate was 93.8% which is a 4.3% decrease (98%) from 2020-2021 ADA data. **Root Cause:** The campus lacked proactive strategies to encourage students and families to maintain positive attendance.



# Priority Problem Statements

**Problem Statement 3:** During the 2021-2022 school year, 35% (8 out of 23) of the Pre-K through 5th grade and SpEd teachers had 3 years or less teaching experience.

**Root Cause 3:** Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 1:** As indicated on the 2021-2022 MOY NWEA MAP Growth data, 59% of students did not meet projected growth in math and 67% of students did not meet projected growth in reading.

**Root Cause 1:** As a campus, we are not delivering effective tier 1 instruction due to lack of experience and training.

**Problem Statement 1 Areas:** Student Learning

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

**Root Cause 5:** Teachers lack the content knowledge, exposure, and experience with the resources which require additional training, time, modeling, and monitoring.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 4:** According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately.

**Root Cause 4:** The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** In the school year 2021-22 A.M. Pate offered only 4 family events for family involvement.

**Root Cause 2:** Administration did not set up a system to create campus committees to establish family events or activities.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 6:** According to the 2021-22 campus attendance data, the Pre-K through 5th grade attendance rate was 93.8% which is a 4.3% decrease (98%) from 2020-2021 ADA data.

**Root Cause 6:** The campus lacked proactive strategies to encourage students and families to maintain positive attendance.

**Problem Statement 6 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

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# District Goals

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

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 71.4% to 75% by May 2023.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 80% to 85% by May 2023.

\*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70.8% to 75% by May 2023.

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

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

**Strategy's Expected Result/Impact:** 70% of 2022-2023 Pre-K DLE students will be on target in PA by the EOY as measured by the MOY and EOY CLI Engage data.

**Staff Responsible for Monitoring:** Campus and Content Instructional Coaches

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> As a part of Cohort 2, the Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies.</p> <p><b>Intended Audience:</b> Pre-K Teachers, Pre-K TAs, Instructional Coaches, Administrators</p> <p><b>Date(s) / Timeframe:</b> December 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> PK-2 Early Learning Dept. and the Literacy Dept.</p> <p><b>Collaborating Departments:</b> Teaching and Learning Dept.</p> <p><b>Delivery Method:</b> In-Person/ Online Trainings</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6112-OPD-153-30-510-000000-23F10 - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June





Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> : Engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol.</p> <p><b>Intended Audience:</b> Pre-Kindergarten Teachers, Campus Instructional Coaches, and Administrators</p> <p><b>Date(s) / Timeframe:</b> September 2022, January 2023, and May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst</p> <p><b>Collaborating Departments:</b> Early Learning PK-2</p> <p><b>Delivery Method:</b> In-Person / Virtual</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6119-04E-153-30-510-000000-23F10 - \$74,741</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

**Title I:**  
2.4, 2.6  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Establish a walkthrough and learning walk schedule to support teacher growth as a result of observations, immediate feedback, next steps, and follow up visits.</p> <p><b>Intended Audience:</b> Pre-K Teachers and Pre-K TA's</p> <p><b>Date(s) / Timeframe:</b> November 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Coaches, Data Analyst</p> <p><b>Collaborating Departments:</b> PK-2 Early Learning Dept.</p> <p><b>Delivery Method:</b> In Person/ On-Line</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** During the 2021-2022 school year, 35% (8 out of 23) of the Pre-K through 5th grade and SpEd teachers had 3 years or less teaching experience. **Root Cause:** Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.

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

**School Performance Objective 2:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 53.1% to 60% by May 2023.

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 56.5% to 64% by May 2023.

\*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52.4% to 60% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency

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

**Strategy's Expected Result/Impact:** An average of 58% of the students in Kinder through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Growth data.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

-

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 100% of the (K-5th Grade) Reading Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting the effective delivery of foundational skills, Reading, Language, and Writing (Amplify).</p> <p><b>Intended Audience:</b> Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst)</p> <p><b>Date(s) / Timeframe:</b> November 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Teaching and Learning Dept.</p> <p><b>Collaborating Departments:</b> Literacy Depts.</p> <p><b>Delivery Method:</b> In-Person / Online Trainings</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6112-OPD-153-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Utilize supplies, equipment, technology, and other instruction resources to create and support the classroom learning environment for student of all subgroup.</p> <p><b>Intended Audience:</b> Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst)</p> <p><b>Date(s) / Timeframe:</b> November 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators</p> <p><b>Collaborating Departments:</b> Teaching and Learning Dept.</p> <p><b>Delivery Method:</b> In-Person / Online Trainings</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-153-30-510-000000-23F10 - \$11,789, - Title I (211) - 211-11-6396-04E-153-30-510-000000-23F10 - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Conduct weekly walkthrough where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching.</p> <p><b>Intended Audience:</b> Teachers, Campus Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Date(s) / Timeframe:</b> September 23, 2022, October 28, 2022, December 15, 2022, February 10, 2023, April 7, 2023, and May 25, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Campus Instructional Coach, and Data Analyst</p> <p><b>Collaborating Departments:</b> Teaching and Learning Dept.</p> <p><b>Delivery Method:</b> In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Conduct monthly new teacher meetings where teachers will be provided hands on support with best practice teaching strategies to support the implementation of Tier 1 instruction.</p> <p><b>Intended Audience:</b> New Techers to the campus (year 1-2)</p> <p><b>Date(s) / Timeframe:</b> Sep. 2022, Oct. 2022, Nov. 2022, Dec. 2022, Jan. 2023, Feb. 2023, Mar. 2023, Apr. 2023, and May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Campus Instructional Coach, and Data Analyst</p> <p><b>Collaborating Departments:</b> Teaching and Learning</p> <p><b>Delivery Method:</b> In person and/or Online</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-0PD-153-30-510-000000-23F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**School Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** As indicated on the 2021-2022 MOY NWEA MAP Growth data, 59% of students did not meet projected growth in math and 67% of students did not meet projected growth in reading. **Root Cause:** As a campus, we are not delivering effective tier 1 instruction due to lack of experience and training.

### School Processes & Programs

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



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

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 33% to 40% by May 2023.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 34.3% to 40% by May 2023.

\*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 31.5% to 36% by May 2023.

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

**Strategy's Expected Result/Impact:** 58% of the Kindergarten through 5 grade students will meet or exceed projected growth on MAP Growth Reading.

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

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Instruction.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> September 30, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Campus Instructional Coaches, and Data Analyst</p> <p><b>Collaborating Departments:</b> Teaching and Learning</p> <p><b>Delivery Method:</b> In Person/ On line</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate hands-on activities, within the various learning platforms that embed technology into the teaching and learning.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> May 31, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Collaborating Departments:</b> Literacy and Math Departments</p> <p><b>Delivery Method:</b> In Person- hands on</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-153-24-313-000000- - \$4,913, - BEA (199 PIC 25) - 199-11-6399-001-153-25-313-000000 - \$912</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

**Title I:**

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Pk-5th grade teachers will participate in ongoing Vertical PLC to ensure alignment between the district curriculum, which includes lesson planning, internalization of the units, rehearsals, and instructional delivery.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> November 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Campus Instructional Coach, and Data Analyst</p> <p><b>Collaborating Departments:</b> Teaching and Learning</p> <p><b>Delivery Method:</b> In Person/ On Line</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> As indicated on the 2021-2022 MOY NWEA MAP Growth data, 59% of students did not meet projected growth in math and 67% of students did not meet projected growth in reading. <b>Root Cause:</b> As a campus, we are not delivering effective tier 1 instruction due to lack of experience and training.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> New and Less experienced, Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. <b>Root Cause:</b> Teachers lack the content knowledge, exposure, and experience with the resources which require additional training, time, modeling, and monitoring.</p>

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

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 89.7% to 94% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 87.5% to 92.5% by May 2023.

**High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY CLI Engage, Performance Task, and Unit Assessments.

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

**Strategy's Expected Result/Impact:** 89.3% to 94% of the PreK students will be On Track in Math at the end of the 2022-2023 School Year .

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

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> As a part of Cohort 2, the Pre-K teachers and Instructional Partners will enroll and attend ongoing Professional Learning sessions that will reinforce and support quality teaching strategies. <b>Intended Audience:</b> Pre-K Teachers, Pre-K TAs, Instructional Coaches, Administrators <b>Date(s) / Timeframe:</b> December 2022 <b>Provider / Presenter / Person Responsible:</b> PK-2 Early Learning Dept. and the Math Dept. <b>Collaborating Departments:</b> Teaching and Learning Dept. <b>Delivery Method:</b> In-Person/ Online Trainings	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Engage in ongoing Data PLCs, where student assessments (i.e. CLI Engage, Unit and Informal Assessments) and classwork (i.e. Performance Tasks and Formal/Informal Observations) are analyzed using the campus Data Analysis Activity sheets, Progress Monitoring Process, and NTC's Analyzing Student Learning Protocol. <b>Intended Audience:</b> Pre-Kindergarten Teachers, Campus Instructional Coaches, and Administrators <b>Date(s) / Timeframe:</b> September 2022, January 2023, and May 2023 <b>Provider / Presenter / Person Responsible:</b> Data Analyst <b>Collaborating Departments:</b> Early Learning PK-2 <b>Delivery Method:</b> In-Person / Virtual	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Strategy's Expected Result/Impact:** By the end of the year 80% of Pre-K students will perform on grade level in math as measured by CLI data.

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

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Establish a walkthrough and learning walk schedule to support teacher growth as a result of observations, immediate feedback, next steps, and follow up visits. <b>Intended Audience:</b> Pre-K Teachers and Pre-K TA's <b>Date(s) / Timeframe:</b> November 2022 <b>Provider / Presenter / Person Responsible:</b> Administrators, Instructional Coaches, Data Analyst <b>Collaborating Departments:</b> PK-2 Early Learning Dept. <b>Delivery Method:</b> In Person/ On-Line	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**School Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** During the 2021-2022 school year, 35% (8 out of 23) of the Pre-K through 5th grade and SpEd teachers had 3 years or less teaching experience. **Root Cause:** Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.

### School Processes & Programs

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

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

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 59.5% to 64% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 58.3% to 63% by May 2023.

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

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** 64% of the Kindergarten students will be On Track in Math at the end of the 2022-2023 School Year .

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 100% of the (K-5th Grade) Math Instructional Staff will register and participate in the ongoing Professional Learning sessions supporting the effective delivery of math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes. (Eureka)</p> <p><b>Intended Audience:</b> Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst)</p> <p><b>Date(s) / Timeframe:</b> November 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Teaching and Learning Dept.</p> <p><b>Collaborating Departments:</b> Math Dept.</p> <p><b>Delivery Method:</b> In-Person / Online Trainings</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize supplies, equipment, technology, and other instruction resources to create and support the classroom learning environment for student of all subgroup. <b>Intended Audience:</b> Instructional Staff (Administrators, Teachers, Coaches, and Data Analyst) <b>Date(s) / Timeframe:</b> November 30, 2022 <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Collaborating Departments:</b> Teaching and Learning and Math Depts. <b>Delivery Method:</b> In-Person / Online Trainings	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Conduct weekly walkthrough where teachers are assigned to a designated administrator who will close the feedback gap by providing actionable items and having weekly debrief sessions with the instructional leadership team to determine trends for targeted support through PLCs, Coaching, Modeling, and/or Co-teaching. <b>Intended Audience:</b> Teachers, Campus Instructional Coaches, Data Analyst, and Administrators <b>Date(s) / Timeframe:</b> September 23, 2022, October 28, 2022, December 15, 2022, February 10, 2023, April 7, 2023, and May 25, 2023 <b>Provider / Presenter / Person Responsible:</b> : Administrators, Campus Instructional Coach, and Data Analyst <b>Collaborating Departments:</b> Teaching and Learning and Math Depts. <b>Delivery Method:</b> In-Person / Online Trainings	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> During the 2021-2022 school year, 35% (8 out of 23) of the Pre-K through 5th grade and SpEd teachers had 3 years or less teaching experience. <b>Root Cause:</b> Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.
School Processes & Programs
<b>Problem Statement 1:</b> New and Less experienced, Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. <b>Root Cause:</b> Teachers lack the content knowledge, exposure, and experience with the resources which require additional training, time, modeling, and monitoring.



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

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47.4% to 55% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44.7% to 50% by May 2023.

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

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

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

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Engage in Planning Sessions to create a schedule and calendar of events that outlines PLC dates, Planning Protocols, Expectations, and an Accountability Systems that will fully support teachers in the delivery of High Quality Instruction. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> September 30, 2022 <b>Provider / Presenter / Person Responsible:</b> Administrators, Campus Instructional Coaches, and Data Analyst <b>Collaborating Departments:</b> Teaching and Learning <b>Delivery Method:</b> In Person/ On line	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Develop content knowledge of students in grades PK - 5 through scaffolding and differentiated instruction that will incorporate hands-on activities, within the various learning platforms that embed technology into the teaching and learning. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> May 2023 <b>Provider / Presenter / Person Responsible:</b> Teachers, Instructional Coaches, Data Analyst, and Administrators <b>Collaborating Departments:</b> Literacy and Math Departments <b>Delivery Method:</b> In Person- hands on	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### School Performance Objective 3 Problem Statements:

<b>Student Learning</b>
<b>Problem Statement 1:</b> As indicated on the 2021-2022 MOY NWEA MAP Growth data, 59% of students did not meet projected growth in math and 67% of students did not meet projected growth in reading. <b>Root Cause:</b> As a campus, we are not delivering effective tier 1 instruction due to lack of experience and training.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> New and Less experienced, Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. <b>Root Cause:</b> Teachers lack the content knowledge, exposure, and experience with the resources which require additional training, time, modeling, and monitoring.

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 39% to 42% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 35% by May 2023.

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

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

**Strategy's Expected Result/Impact:** 42% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Reading.

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

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items. <b>Intended Audience:</b> Asst. Principal, Campus Instructional Coaches, and Data Analyst <b>Date(s) / Timeframe:</b> January 31, 2023 <b>Provider / Presenter / Person Responsible:</b> Principal <b>Delivery Method:</b> In-Person and/or Virtual	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Engage in Campus and Pyramid Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> December 15, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> District and Campus Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Collaborating Departments:</b> Teaching and Learning &amp; Early Learning Depts.</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Establish a classroom data tracking system with teachers to ensure teacher/student accountability which include goal setting and student self tracking for Math &amp; Reading performance data.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> October 28, 2022, December 15, 2022, February 10, 2023, April 7, 2023, and May 25, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Collaborating Departments:</b> Teaching and Learning Dept.</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> During the 2021-2022 school year, 35% (8 out of 23) of the Pre-K through 5th grade and SpEd teachers had 3 years or less teaching experience. <b>Root Cause:</b> Teachers lacked sufficient content knowledge, pedagogy and experience, for the required level of understanding and application of the state standards.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> New and Less experienced, Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. <b>Root Cause:</b> Teachers lack the content knowledge, exposure, and experience with the resources which require additional training, time, modeling, and monitoring.</p>

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

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 23% to 28% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 25% by May 2023.

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

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

**Strategy's Expected Result/Impact:** 28% of the 3rd - 5th grade students will obtain MEETS or above on the STAAR Math

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

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Debrief with the Asst. Principal and Instructional Leadership Team weekly to reflect on last week's observations and instructional practices to determine the upcoming week's focus, areas of opportunity, and actionable items. <b>Intended Audience:</b> Asst. Principal, Campus Instructional Coaches, and Data Analyst <b>Date(s) / Timeframe:</b> January 31, 2023 <b>Provider / Presenter / Person Responsible:</b> Principal <b>Delivery Method:</b> In-Person and/or Virtual	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Engage in Campus and Pyramid Planning PLCs where we monitor the implementation of Instructional Practices that have been delivered and modeled during the PLCs to ensure the strategies are being incorporated with fidelity.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> December 15, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> District and Campus Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Collaborating Departments:</b> Teaching and Learning &amp; Early Learning Depts.</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Establish a classroom data tracking system with teachers to ensure teacher/student accountability which include goal setting and student self tracking for Math &amp; Reading performance data.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> October 28, 2022, December 15, 2022, February 10, 2023, April 7, 2023, and May 25, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Collaborating Departments:</b> Teaching and Learning Dept.</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> As indicated on the 2021-2022 MOY NWEA MAP Growth data, 59% of students did not meet projected growth in math and 67% of students did not meet projected growth in reading. <b>Root Cause:</b> As a campus, we are not delivering effective tier 1 instruction due to lack of experience and training.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> New and Less experienced, Kindergarten through 5th grade teachers struggle with implementing high quality tier 1 instruction and providing needed scaffolds to support the lessons as well as best practice strategies. <b>Root Cause:</b> Teachers lack the content knowledge, exposure, and experience with the resources which require additional training, time, modeling, and monitoring.</p>

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 13% to 12% by May 2023.

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

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

**Strategy's Expected Result/Impact:** The current cohort of enrolled students that were identified as students with chronic/high absences in the 2021-2022 school year, will decrease from 13% to 12%.

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

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> The attendance committee will meet monthly to monitor current identified chronic attendance students and identify new students who's absences fall below the 90% attendance rate and implement the principal's plan.</p> <p><b>Intended Audience:</b> Students with excessive absences</p> <p><b>Date(s) / Timeframe:</b> Sept. 2022, Oct. 2022, Nov. 2022, Dec.2022, Jan. 2023, Feb. 2023, Mar. 2023, Apr. 2023, and May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Attendance Committee</p> <p><b>Collaborating Departments:</b> Parent Parent Partnerships</p> <p><b>Delivery Method:</b> In person/ On line</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Recognize and celebrate students with Perfect and Most Improved Attendance throughout the school year. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> Every Six Weeks <b>Provider / Presenter / Person Responsible:</b> Sept. 23rd, Oct. 28th , Dec.15th, Feb. 10th, Apr. 6th, and May 25th <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-153-30-510-000000-23F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Maintain routines/ systems with the Data Clerk where she consistently runs the required reports (i.e. Warning letters -every week), SART Letters (every 6 weeks), as well as attendance recovery reports (every 6 weeks). <b>Intended Audience:</b> Students with unexcused absences and excessive absences <b>Date(s) / Timeframe:</b> Sept. 23rd, Oct. 28th , Dec.15th, Feb. 10th, Apr. 6th, and May 25th <b>Provider / Presenter / Person Responsible:</b> Data Clerk, Assistant Principal, and Attendance Committee, and Family Engagement Specialist <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> In Person and/or On Line	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> According to the 2021-22 campus attendance data, the Pre-K through 5th grade attendance rate was 93.8% which is a 4.3% decrease (98%) from 2020-2021 ADA data. <b>Root Cause:</b> The campus lacked proactive strategies to encourage students and families to maintain positive attendance.



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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 34 to 30 by May 2023.  
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0.4% to 0.3% by May 2023.

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

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

**Strategy's Expected Result/Impact:** The FOCUS Referral will decrease from 34 to 30 during the 2022-2023 school year.

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

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2





**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize the campus student support team (counselor, MHMR Navigator, Helping Hands Social Worker, and Parents as Teachers Social Workers) to engage the staff in ongoing self-care activities and professional learning session supporting Student SEL.</p> <p><b>Intended Audience:</b> Teachers, Students, and Families</p> <p><b>Date(s) / Timeframe:</b> On-going throughout the year</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor, MHMR Navigator, Helping Hands Social Worker, Parents as Teachers Social Workers, and Family Engagement Specialist</p> <p><b>Collaborating Departments:</b> Student Support and Parent Partnerships</p> <p><b>Delivery Method:</b> In Person and/or On line</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

## Perceptions

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

**Problem Statement 2:** In the school year 2021-22 A.M. Pate offered only 4 family events for family involvement. **Root Cause:** Administration did not set up a system to create campus committees to establish family events or activities.

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

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0.4% to 0.3% by May 2023.

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

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

**Strategy's Expected Result/Impact:** The FOCUS Referral will decrease from 34 to 30 during the 2022-2023 school year.

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

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize the campus student support team (Counselor, MHMR Navigator, and Helping Hands Social Workers ) to support students who have experienced trauma by providing applicable strategies that will help the students regulate their emotions through guidance lessons, role playing, and SEL/nurturing groups.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Monthly: September 30, 2022; October 2022, November 30, 2022, December 2022, January 31, 2023, February 28, 2023, March 31, 2023, April 30, 2023, and May 31, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor, MHMR Navigator, and Helping Hands Social Workers</p> <p><b>Collaborating Departments:</b> Student Support Dept.</p> <p><b>Delivery Method:</b> In-Person and/or Virtual</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provided incentives for student meeting behavior and academic goals by providing student incentives such as; certificates, awards,</p> <p><b>Intended Audience:</b> Students</p> <p><b>Date(s) / Timeframe:</b> Each Six weeks</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Character building Committee, Campus Instructional Coach, and Data Analyst</p> <p><b>Collaborating Departments:</b> Students support and Parent Partnerships</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6499-04E-153-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 37% of the students in grades 3-5 feel they are able to regulate their emotions appropriately. <b>Root Cause:</b> The campus lacked a proactive system that provides unified support strategies to help students identify their triggers and regulate their emotions when the need arises.</p> <p><b>Problem Statement 2:</b> In the school year 2021-22 A.M. Pate offered only 4 family events for family involvement. <b>Root Cause:</b> Administration did not set up a system to create campus committees to establish family events or activities.</p>

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

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 8 by May 2023.

**High Priority**

**Evaluation Data Sources:** Sign-in sheets and Raptor Report

**Strategy 1:** Parents and community members will get re-acclimated back to the in-person school setting where volunteers and family engagement events show a 50% increase.

**Strategy's Expected Result/Impact:** Teachers, Campus Instructional Coaches, Student Support, and Data Analyst

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

**Title I:**

2.6, 4.1, 4.2

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

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

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Participate in B.O.Y. activities (i.e. community walk, meet the teacher night/back to school event, and open house) that will support building positive relationships and encourage parents to increase their involvement during the 2022-2023 school year.</p> <p><b>Intended Audience:</b> Teachers, Campus Instructional Coaches, Student Support, and Data Analyst</p> <p><b>Date(s) / Timeframe:</b> On-going throughout the year</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Instructional Coaches, Student Support, Family Engagement Specialist, and Data Analyst</p> <p><b>Collaborating Departments:</b> Student Support Dept. and Parent Partnerships</p> <p><b>Delivery Method:</b> In Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Re-establish our campus volunteer system which includes identifying and soliciting parents to serve and managing the ongoing volunteering process</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> January 31, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Family Communication Specialist and Counselor</p> <p><b>Collaborating Departments:</b> Parent Partnership and Students Support Dept.</p> <p><b>Delivery Method:</b> In-Person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Create an environment that encourage parents to participate in our Family Night events and Parent Workshops by recognizing and celebrating them for their ongoing participation</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> On-going throughout the year</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Family Engagement Specialist, and Counselor</p> <p><b>Collaborating Departments:</b> Parent Partnership and Students Support Dept.</p> <p><b>Delivery Method:</b> In person and On-line</p> <p><b>Funding Sources:</b> - Parent Engagement - 211-61-6499-04L-153-30-510-000000-23F10 - \$800, - Parent Engagement - 211-61-6399-04L-153-30-510-000000-23F10 - \$824.50, - Title I (211) - 211-61-6399-04L-153-30-510-000000-23F10 - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 4 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> In the school year 2021-22 A.M. Pate offered only 4 family events for family involvement. <b>Root Cause:</b> Administration did not set up a system to create campus committees to establish family events or activities.</p>

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for professional development	211-11-6112-0PD-153-30-510-000000-23F10	\$600.00
1	1	1	2		Data Analyst	211-13-6119-04E-153-30-510-000000-23F10	\$74,741.00
1	2	1	1		Subs for professional development	211-11-6112-0PD-153-30-510-000000-23F10	\$5,000.00
1	2	1	2		Technology for instructional use	211-11-6396-04E-153-30-510-000000-23F10	\$4,500.00
1	2	1	2		Supplies and materials for instructional use	211-11-6399-04E-153-30-510-000000-23F10	\$11,789.00
1	2	1	4		Extra duty pay for PD after hours	211-11-6116-0PD-153-30-510-000000-23F10	\$1,500.00
4	1	1	2		Snacks or incentives for students	211-11-6499-04E-153-30-510-000000-23F10	\$3,000.00
4	3	1	2		Snacks or incentives for students	211-11-6499-04E-153-30-510-000000-23F10	\$2,000.00
4	4	1	3		Supplies and materials for parental involvement	211-61-6399-04L-153-30-510-000000-23F10	\$400.00
<b>Sub-Total</b>							\$103,530.00
<b>Budgeted Fund Source Amount</b>							\$103,530.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-153-24-313-000000-	\$4,913.00
<b>Sub-Total</b>							\$4,913.00
<b>Budgeted Fund Source Amount</b>							\$4,913.00
<b>+/- Difference</b>							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	3		Supplies and materials for parental involvement	211-61-6399-04L-153-30-510-000000-23F10	\$824.50
4	4	1	3		Snacks for Parents to promote participation	211-61-6499-04L-153-30-510-000000-23F10	\$800.00
<b>Sub-Total</b>							\$1,624.50
<b>Budgeted Fund Source Amount</b>							\$1,624.50
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials for instructional use	199-11-6399-001-153-25-313-000000	\$912.00
<b>Sub-Total</b>							\$912.00
<b>Budgeted Fund Source Amount</b>							\$912.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$110,979.50
<b>Grand Total Spent</b>							\$110,979.50
<b>+/- Difference</b>							\$0.00



# Addendums