

# **Fort Worth Independent School District**

## **105 West Handley Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## West Handley Mission

Provide innovative instruction through a culturally rich environment and system of core values that meets the needs of all students to positively influence the community.

# Vision

## West Handley Vision

To empower students to grow academically, emotionally, and socially so they achieve their highest potential and become critical thinkers and lifelong learners.

# Value Statement

All stakeholders at West Handley Elementary work to embody our four core values, respect, team work, belonging and growth mindset.

- **Respect** promotes a culture that facilitates positive and respectful interactions between students, staff, parents, community and school facilities.
- **Team Work** creates a collaborative environment to develop and encourage growth, perseverance and high expectations for student outcomes.
- **Belonging** establishes a welcoming community that celebrates diversity, uniqueness and total acceptance.
- **Growth Mindset** creates a continuous desire to improve all members of our school community as one tribe.

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# Comprehensive Needs Assessment

Revised/Approved: October 6, 2021

## Demographics

### Demographics Summary

Comprised of about 470 students, West Handley Elementary is PK-5th Title I campus in Fort Worth ISD.

Demographic information from the 2020-21 school indicate that students represent the following groups:

- Asian: 1%
- Black: 25%
- White: 5%
- Hispanic: 69%
- Two or more: 1%

Over 52% of our students are identified as Limited English Proficiency. Our campus currently has a 92% attendance rate. 97% of our students are economically disadvantaged. Additionally we have

Our staff is comprised of 26 classroom teachers, three specials teachers, two special education teachers, two dyslexia teachers, one reading interventionist, eight teaching assistants, two administrators, one instructional coach, one librarian, one counselor, one speech therapist, one LSSP, one tutor, one nurse and two office administrators.

Years of experience for teaching staff is as follows:

- 10 or more years: 19%
- 5-9 years: 42%
- 1-4 years: 29%
- 0 years: 10%

Demographics for teachers:

- African American: 23%
- Hispanic: 39%
- White: 39%

### Demographics Strengths

Attendance rates improved significantly in 2019-2020 from 94.01% to 96.8%.

Despite having lost three teachers in 2019-2020, these losses were due to promotion reflecting the campus ability to increase capacity with teaching staff.

Panorama Survey data show that 97% of the staff and faculty believe that West Handley is an inviting work environment.

Panorama Survey data shows that 90% of our West Handley students feel supported with their relationships with family, friends, and adults at school.

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

**Problem Statement 1 (Prioritized):** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21.

**Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

# Student Learning

## Student Learning Summary

West Handley is a C rated campus that moved from being a previous Improvement Required campus. Students have consistently demonstrated growth in all areas of instruction.

Professional development in the 2020-21 school year included: a deep dive into the new Instructional and Literacy Framework developed by FWISD, vertical groups were formed that analyzed the lowest performing TEKS across grade levels for literacy and math, and a bi-weekly new teacher PLC was held after school.

At the end of this year-long focus on understanding the new Instructional and Literacy Framework, classroom walk-throughs demonstrate greater evidence of fidelity to the lesson cycle and gradual release of instruction. Teachers demonstrate a greater proficiency with explicit modeling and use of process steps and during the literacy block, teachers feel more comfortable moving between the Four Fundamentals of Literacy Instruction.

Teachers continue to ask for additional strategies for consistently providing instruction at the level of rigor for the TEKS. During the 2021-2022 school year, with the loss of interim assessments, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. Additionally, a committee of teachers is working this summer to identify a common math problem solving process to be used campus wide.

## Student Learning Strengths

- We started the 2020-21 year with 55% of students learning in person and the percentage has grown to over 76%.
- Intentional SEL learning has reduced interruptions to instructional time.
- Student data tracking and MTSS processes has resulted in identification of 12% of students in grades 2-5 being identified with dyslexia.
- Teachers that have previously been trained in Neuhaus and Estrellita have full fidelity to early literacy teaching strategies.
- Students understand how to navigate through class link, google classroom, google meets.
- Every student has access to a device.
- Teachers receive constant feedback.
- Teachers receive “quite thorough” feedback.
- Math MAP data indicates that our students in 1st,2nd, and 4th grade perform highest in Computations and Algebraic relationships. Our 3rd grade students perform highest in Data Analysis and Money.
- Language Arts MAP data indicates that our students in 1st -4th grade perform highest in Multiple Genres. 5th grade performs highest in Author’s Purpose and Craft.
- Students in grades 3-5 have a more equal distribution of RIT score in math and reading, indicating success at building foundational skills for learners in their primary grades.

## MATH RIT Distribution

Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	55%	22%	3%	9%	10%
1	58%	21%	8%	7%	6%
2	48%	30%	11%	2%	9%
3	42%	30%	13%	9%	6%
4	37%	22%	21%	13%	6%
5	38%	31%	18%	10%	3%

### English Reading Overall Grades K-5

Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	39%	23%	16%	13%	10%
1	67%	13%	9%	2%	9%
2	65%	16%	14%	6%	0%
3	35%	23%	16%	18%	8%
4	34%	24%	21%	18%	3%
5	38%	18%	29%	11%	5%

### Spanish Reading

Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	41%	30%	15%	4%	11%
1	32%	26%	13%	23%	6%
2	60%	10%	25%	0%	5%
3	18%	36%	12%	21%	12%
4	34%	28%	3%	17%	17%

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. **Root Cause:** Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials.

**Problem Statement 2 (Prioritized):** The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment. **Root Cause:** Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps.

**Problem Statement 3 (Prioritized):** In 2nd grade, 65% of regular program students fell in the Lo category for their RIT at the MOY winter 2021 MAP. **Root Cause:** With the significant gaps to instruction from the previous spring and early fall, 2nd grade teachers focused on early literacy gaps rather than grade level material.

**Problem Statement 4 (Prioritized):** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

# School Processes & Programs

## School Processes & Programs Summary

Over the past five years the campus has worked to refine systems that ensure that students are receiving a well rounded academic and social experience at West Handley. Systems include:

- Time set apart from teacher planning for grade level PLCs.
- Time for students to interact with others in the grade level in specials (preCOVID).
- MTSS processes that focus on quality tier 2 and tier 3 intervention when students are not responding to quality tier 1 instruction.
- Student data review and action steps.
- Student/parent conferences to discuss progress and academic goals.
- Intentional circle time every morning to develop the social emotional capacity of students.
- Rigorous interview process to look for top notch teaching candidates.
- Opportunities for leadership for teachers and staff.
- Partnerships with local churches to support students and staff in programming like Academy 4 and Raed2Win.
- Strong Instructional Leadership Team.

## School Processes & Programs Strengths

Opportunities for collaboration are high at West Handley from Executive Leadership to Instructional Leadership, system created to set time aside allow for authentic collaboration.

A strong sense of values and purpose create a tight knit group of staff.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** During the 2020-21 school year, 70% of discipline referrals are from 3rd and 5th grade African American male students enrolled in their first year at West Handley. **Root Cause:** Changes in morning circles and new student mentors due to distancing restrictions has reduced the ability to help new students develop authentic relationships with other students and teachers and be immersed in campus core values.

**Problem Statement 2 (Prioritized):** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.



# Perceptions

## Perceptions Summary

West Handley Elementary seeks the feedback of all stakeholders through regular surveys.

The most significant survey results from 2020-21 include:

- 97% of faculty report an inviting work environment.
- 87% of faculty report the ability to educate all students.
- 93% of staff indicated that school leaders are respectful toward them.
- 90% of staff have confidence that school leaders have the best interest of the school in mind.
- 90% of students indicate that they feel supported through relationships at school.
- 80% of students feel a sense of belonging at the school.

In 2017, staff at West Handley developed four core values that serve as the guideposts for adult and student behavior and actions.

All stakeholders at West Handley Elementary work to embody these four: core values, respect, team work, belonging and growth mindset.

- **Respect** promotes a culture that facilitates positive and respectful interactions between students, staff, parents, community and school facilities.
- **Team Work** creates a collaborative environment to develop and encourage growth, perseverance and high expectations for student outcomes.
- **Belonging** establishes a welcoming community that celebrates diversity, uniqueness and total acceptance.
- **Growth Mindset** creates a continuous desire to improve all members of our school community as one tribe.

Additionally, a structure of Tribes were created to support these four core values. Every student belongs to a tribe and preCOVID traveled to specials with their Tribe rather than homeroom. This allowed students from different programs to interact and develop relationships.

## Perceptions Strengths

Overwhelmingly the majority of students and staff feel that West Handley is a good place to be.

The most significant survey results from 2020-21 include:

- 97% of faculty report an inviting work environment.
- 87% of faculty report the ability to educate all students.
- 93% of staff indicated that school leaders are respectful toward them.
- 90% of staff have confidence that school leaders have the best interest of the school in mind.
- 90% of students indicate that they feel supported through relationships at school.
- 80% of students feel a sense of belonging at the school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 53% of students in grades 3-5 indicated that they have difficulty remaining calm when things go wrong based off of the 2020-21 Panorama

Survey. **Root Cause:** Changes in morning circles and targeted social emotional regulation strategies due to distancing restrictions has increased the stress of students and reduced the ability to practice calming strategies.

**Problem Statement 2 (Prioritized):** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21.

**Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

# Priority Problem Statements

**Problem Statement 5:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21.

**Root Cause 5:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 1:** The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment.

**Root Cause 1:** Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** During the 2020-21 school year, 70% of discipline referrals are from 3rd and 5th grade African American male students enrolled in their first year at West Handley.

**Root Cause 6:** Changes in morning circles and new student mentors due to distancing restrictions has reduced the ability to help new students develop authentic relationships with other students and teachers and be immersed in campus core values.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 4:** 53% of students in grades 3-5 indicated that they have difficulty remaining calm when things go wrong based off of the 2020-21 Panorama Survey.

**Root Cause 4:** Changes in morning circles and targeted social emotional regulation strategies due to distancing restrictions has increased the stress of students and reduced the ability to practice calming strategies.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment.

**Root Cause 2:** Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** In 2nd grade, 65% of regular program students fell in the Lo category for their RIT at the MOY winter 2021 MAP.

**Root Cause 3:** With the significant gaps to instruction from the previous spring and early fall, 2nd grade teachers focused on early literacy gaps rather than grade level material.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

## **Accountability Data**

- Student Achievement Domain

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data

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

- Attendance data
- Mobility rate, including longitudinal data

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Goals

Revised/Approved: September 29, 2021

## Goal 1: Early Literacy

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.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 46.4% to 65% by May 2022.



Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 40% to 65% by May 2022.







Increase the percentage of African American students who score On Track from 40% to 65% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of PK students who score On Track on Circle Phonological Awareness in English will increase from 46.4% to 65%.  By May 2022 the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish will increase from 40% to 65%.  By May 2022 the percentage of African American PK students who score On Track on Circle Phonological Awareness in English will increase from 40% to 65%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Professional development - Title I (211) - 211-11-6112-OPD-105-30-510-000000-22F10 - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research based practices and resources to reflect our African American and Hispanic population. <b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of PK students who score On Track on Circle Phonological Awareness in English will increase from 46.4% to 65%. By May 2022 the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish will increase from 40% to 65%. By May 2022 the percentage of African American PK students who score On Track on Circle Phonological Awareness in English will increase from 40% to 65%. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment. <b>Root Cause:</b> Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps.

**Goal 1: Early Literacy**

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.

**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 32% to 55% by May 2022.



Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 14.7% to 50% by May 2022.



Increase the percentage of African American students from 20.6% to 50% by May 2022.

**Targeted or ESF High Priority**







**HB3 Goal**

**Evaluation Data Sources:** MAP Fluency

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 32% to 55% by May 2022.</p> <p>By May 2022 the percentage of Hispanic Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish will increase from 14.7% to 50% by May 2022.</p> <p>By May 2022 the percentage of African American Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 20.6% to 55% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes &amp; Programs 2 - Perceptions 2</p> <p><b>Funding Sources:</b> Supplies and Materials - Title I (211) - 211-11-6399-04E-105-30-510-000000-22F10 - \$10,000, Extra Duty for Saturday School and Tutoring - Title I (211) - 211-11-6116-04E-105-30-510-000000-22F10 - \$10,000, Tutors with degree or certified - Title I (211) - 211-11-6117-04E-105-30-510-000000-22F10 - \$17,157</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 32% to 55% by May 2022.</p> <p>By May 2022 the percentage of Hispanic Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish will increase from 14.7% to 50% by May 2022.</p> <p>By May 2022 the percentage of African American Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 20.6% to 55% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes &amp; Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 3:</b> Provide opportunities for teachers to participate in ongoing professional learning, collaborate, plan, develop strategies and have access to researched based English and Spanish resources that align with the Science of Teaching Reading as well as support the FWISD Literacy Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 32% to 55% by May 2022.</p> <p>By May 2022 the percentage of Hispanic Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish will increase from 14.7% to 50% by May 2022.</p> <p>By May 2022 the percentage of African American Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English will increase from 20.6% to 55% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Professional Learning - Title I (211) - 211-13-6499-04E-105-30-510-000000-22F10 - \$3,000 , Professional Learning - Title I (211) - 211-23-6499-04E-105-30-510-000000-22F10 - \$1,000, Extra Duty Pay for Teachers to Participate in PD - Title I (211) - 211-11-6116-0PD-105-30-510-000000-22F10 - \$1,000</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.</p>
Student Learning
<p><b>Problem Statement 1:</b> The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. <b>Root Cause:</b> Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials.</p> <p><b>Problem Statement 3:</b> In 2nd grade, 65% of regular program students fell in the Lo category for their RIT at the MOY winter 2021 MAP. <b>Root Cause:</b> With the significant gaps to instruction from the previous spring and early fall, 2nd grade teachers focused on early literacy gaps rather than grade level material.</p> <p><b>Problem Statement 4:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.</p>

### School Processes & Programs

**Problem Statement 1:** During the 2020-21 school year, 70% of discipline referrals are from 3rd and 5th grade African American male students enrolled in their first year at West Handley. **Root Cause:** Changes in morning circles and new student mentors due to distancing restrictions has reduced the ability to help new students develop authentic relationships with other students and teachers and be immersed in campus core values.

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### Perceptions

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

**Goal 1: Early Literacy**

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.

**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 37.1% to 60% by May 2022.


Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 29% to 60% by May 2022.



Increase the percentage of African American students from 28.6% to 60% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English will increase from 37.1% to 60% by May 2022.</p> <p>By May 2022 the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 29% to 60% by May 2022.</p> <p>By May 2022 the percentage of African American Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading from 28.6% to 60% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Reading Materials for PD - Title I (211) - 211-13-6329-04E-105-30-510-000000-22F10 - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English will increase from 37.1% to 60% by May 2022.</p> <p>By May 2022 the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 29% to 60% by May 2022.</p> <p>By May 2022 the percentage of African American Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading from 28.6% to 60% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Library Books - Title I (211) - 211-12-6329-04E-105-30-510-000000-22F10 - \$5,000, Travel for Librarian - Title I (211) - 211-12-6499-04E-105-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for teachers to participate in ongoing professional learning, collaborate, plan, develop strategies and have access to researched based English and Spanish resources that align with the Science of Teaching Reading as well as support the FWISD Literacy Framework.</p>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy's Expected Result/Impact:** By May 2022 the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English will increase from 37.1% to 60% by May 2022.

By May 2022 the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 29% to 60% by May 2022.

By May 2022 the percentage of African American Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading from 28.6% to 60% by May 2022.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2, 3

**Funding Sources:** Computer Lab - Title I (211) - 211-11-6129-04U-105-30-510-000000-22F10 - \$26,627



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. **Root Cause:** Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials.

**Problem Statement 2:** The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment. **Root Cause:** Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps.

**Problem Statement 3:** In 2nd grade, 65% of regular program students fell in the Lo category for their RIT at the MOY winter 2021 MAP. **Root Cause:** With the significant gaps to instruction from the previous spring and early fall, 2nd grade teachers focused on early literacy gaps rather than grade level material.

#### School Processes & Programs

**Problem Statement 1:** During the 2020-21 school year, 70% of discipline referrals are from 3rd and 5th grade African American male students enrolled in their first year at West Handley. **Root Cause:** Changes in morning circles and new student mentors due to distancing restrictions has reduced the ability to help new students develop authentic relationships with other students and teachers and be immersed in campus core values.

## Perceptions

**Problem Statement 1:** 53% of students in grades 3-5 indicated that they have difficulty remaining calm when things go wrong based off of the 2020-21 Panorama Survey. **Root Cause:** Changes in morning circles and targeted social emotional regulation strategies due to distancing restrictions has increased the stress of students and reduced the ability to practice calming strategies.

**Goal 2: Early Math**



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.







**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 48.3% to 70% by May 2022.

Increase the percentage of African American students from 54.6% to 70% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Circle Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of PK students who score On Track on Circle Math will increase from 48.3% to 70%.. By May 2022 the percentage of PK African American students who score On Track on Circle Math will increase from 54.6% to 70%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture. <b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of PK students who score On Track on Circle Math will increase from 48.3% to 70%.. By May 2022 the percentage of PK African American students who score On Track on Circle Math will increase from 54.6% to 70%. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
Student Learning
<b>Problem Statement 1:</b> The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. <b>Root Cause:</b> Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials.
<b>Problem Statement 4:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
School Processes & Programs
<b>Problem Statement 2:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
Perceptions
<b>Problem Statement 2:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.



**Goal 2: Early Math**

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.







**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 19.5% to 50% by May 2022.

Increase the percentage of African American students from 28.6% to 50% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TX-KEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kinder students who score On Track on TX-KEA Math from 19.5% to 50% by May 2022. By May 2022 the percentage of African American Kinder students who score On Track on TX-KEA Math from 28.6% to 50% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Technology - Title I (211) - 211-11-6396-04E-105-30-510-000000-22F10 - \$5,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture. <b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kinder students who score On Track on TX-KEA Math from 19.5% to 50% by May 2022. By May 2022 the percentage of African American Kinder students who score On Track on TX-KEA Math from 28.6% to 50% by May 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 4 - School Processes & Programs 2 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
Student Learning
<b>Problem Statement 1:</b> The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. <b>Root Cause:</b> Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials. <b>Problem Statement 2:</b> The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment. <b>Root Cause:</b> Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps. <b>Problem Statement 4:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
School Processes & Programs
<b>Problem Statement 2:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### Perceptions

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

**Goal 2: Early Math**



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.







**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 39.8% to 65% by May 2022.

Increase the percentage of African American students from 28.9% to 65% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Map Growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth will increase from 39.8% to 65% by May 2022. By May 2022 the percentage of African American Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth will increase from African American by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-105-24-313-000000- - \$4,248</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture. <b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth will increase from 39.8% to 65% by May 2022. By May 2022 the percentage of African American Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth will increase from African American by May 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 4 - School Processes & Programs 2 - Perceptions 2				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
Student Learning
<b>Problem Statement 1:</b> The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. <b>Root Cause:</b> Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials. <b>Problem Statement 2:</b> The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment. <b>Root Cause:</b> Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps. <b>Problem Statement 4:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
School Processes & Programs
<b>Problem Statement 2:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### Perceptions

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### Goal 3: CCMR



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


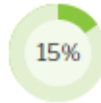




**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 24.7% to 50% by May 2022.  
Increase the percentage of African American students from 22% to 50% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading will increase from 24.7% to 50% by May 2022. By May 2022 the percentage of African American students scoring at MEETS or above on STAAR Reading will increase from 22% to 50% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Provide opportunities for teachers to participate in ongoing professional learning, collaborate, plan, develop strategies and have access to researched based English and Spanish resources that align with the Science of Teaching Reading as well as support the FWISD Literacy Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading will increase from 24.7% to 50% by May 2022. By May 2022 the percentage of African American students scoring at MEETS or above on STAAR Reading will increase from 22% to 50% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Title 1 TA - Title I (211) - 211-11-6129-04E-105-30-510-000000-22F10 - \$21,279</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 2:</b> The mean RIT score from MAP score of African American 1st grade students in reading dropped 8 points from 157.6 at the BOY fall 2020 assessment to 149.1 at the MOY winter 2021 assessment. <b>Root Cause:</b> Both regular program teachers are new to teaching first grade and in addition to limited knowledge of early literacy learning, they also had limited knowledge of acceleration for students with gaps.</p> <p><b>Problem Statement 3:</b> In 2nd grade, 65% of regular program students fell in the Lo category for their RIT at the MOY winter 2021 MAP. <b>Root Cause:</b> With the significant gaps to instruction from the previous spring and early fall, 2nd grade teachers focused on early literacy gaps rather than grade level material.</p>





**Goal 3: CCMR**







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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 26.7% to 50% by May 2022.  
Increase the percentage of African American students from 22% to 50% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ILT, teachers and staff will improve quality of culturally responsive Tier 1 instruction for African American and Hispanic students through a system of targeted professional development; professional learning communities; development of common instructional practices that align to the FWISD Instructional Framework; development of teachers capacity in planning standard aligned assessments and instruction; data analysis of student progress/mastery; instructional planning; explicit lesson delivery; differentiated supports to address the needs of students; and observation and feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 26.7% to 50% by May 2022. By May 2022 the percentage of African American 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 22% to 50% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Title 1 TA - Title I (211) - 211-11-6129-04E-105-30-510-000000-22F10 - \$21,279</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022 the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 26.7% to 50% by May 2022. By May 2022 the percentage of African American 3-5 grade students scoring at MEETS or above on STAAR Math will increase from 22% to 50% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Science Night - Title I (211) - 211-61-6299-04E-105-30-510-000000-22F10 - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 5%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> The mean RIT score from MAP for African American kindergarten students in math dropped 6 points from 143.7 at the BOY fall 2020 assessment to 137.9 at the MOY winter 2021 assessment. <b>Root Cause:</b> Nearly 50% of regular program kindergarten students are in a virtual setting and are inconsistent with engagement and using hands on math materials.</p>

**Goal 4: Learning Environment (based on the BOE constraints)**

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

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 25.9% to 10% by May 2022.

Decrease the number and percentage of African American students from 43% to 10% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** FOCUS Attendance

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Family Communication Specialist and staff will provide more targeted parent engagement strategies to all families, particularly African American families, that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnership. <b>Strategy's Expected Result/Impact:</b> The number and percentage of students who are chronically absent will decrease from 25.9% to 10% by May 2022. The number and percentage of African American students who are chronically absent will decrease from 43% to 10% by May 2022. <b>Staff Responsible for Monitoring:</b> Family Communication Specialist, Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture. <b>Strategy's Expected Result/Impact:</b> The number and percentage of students who are chronically absent will		Formative			Summative
		Nov	Jan	Mar	June

decrease from 25.9% to 10% by May 2022.  
The number and percentage of African American students who are chronically absent will decrease from 43% to 10% by May 2022.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

#### Student Learning

**Problem Statement 4:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

#### School Processes & Programs

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

#### Perceptions

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

**Goal 4: Learning Environment** (based on the BOE constraints)

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



**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 66.4% to 85% by May 2022.









Increase positive response by African American students from 62.8% to 85% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022, the number of positive response by students to the learning environment on the Panorama SEL Survey will increase from 66.4% to 85%.</p> <p>By May 2022, the number of positive response by African American students to the learning environment on the Panorama SEL Survey will increase from 62.8% to 85%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reinforce system of TRIBES to create a greater sense of belonging and anchor into campus core values. <b>Strategy's Expected Result/Impact:</b> Increase positive response by students to the learning environment on the Panorama SEL Survey from 66.4% to 85% by May 2022. Increase positive response by African American students from 62.8% to 85% by May 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1, 2 <b>Funding Sources:</b> Snacks or Incentives for Students to promote participation - Title I (211) - 211-11-6499-04E-105-30-510-000000-22F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create positive school culture with aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services that involve families and community. <b>Strategy's Expected Result/Impact:</b> By May 2022, the number of positive response by students to the learning environment on the Panorama SEL Survey will increase from 66.4% to 85%. By May 2022, the number of positive response by African American students to the learning environment on the Panorama SEL Survey will increase from 62.8% to 85%. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2 <b>Funding Sources:</b> Travel for Counselors - Title I (211) - 211-31-6499-04E-105-30-510-000000-22F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### Student Learning

**Problem Statement 4:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### School Processes & Programs

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

### Perceptions

**Problem Statement 1:** 53% of students in grades 3-5 indicated that they have difficulty remaining calm when things go wrong based off of the 2020-21 Panorama Survey. **Root Cause:** Changes in morning circles and targeted social emotional regulation strategies due to distancing restrictions has increased the stress of students and reduced the ability to practice calming strategies.

**Problem Statement 2:** Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. **Root Cause:** Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.

**Goal 4: Learning Environment (based on the BOE constraints)**









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

**Performance Objective 3:** Decrease the number of in and out of school suspensions for African American students from 1% to 0.5% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** FOCUS Discipline

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New students will be onboarded through a system of Tribes that helps them to gain a deeper understanding of campus expectations and core values. <b>Strategy's Expected Result/Impact:</b> Reduce the number of out of school suspensions for new students from 70% of all referrals to less than 20%. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable access to diverse instructional material and resources that reflect African American and Hispanic culture. <b>Strategy's Expected Result/Impact:</b> Decrease the number of in and out of school suspensions for African American students from 1% to 0.5% by May 2022. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**



### School Processes & Programs

**Problem Statement 1:** During the 2020-21 school year, 70% of discipline referrals are from 3rd and 5th grade African American male students enrolled in their first year at West Handley. **Root Cause:** Changes in morning circles and new student mentors due to distancing restrictions has reduced the ability to help new students develop authentic relationships with other students and teachers and be immersed in campus core values.

### Perceptions

**Problem Statement 1:** 53% of students in grades 3-5 indicated that they have difficulty remaining calm when things go wrong based off of the 2020-21 Panorama Survey. **Root Cause:** Changes in morning circles and targeted social emotional regulation strategies due to distancing restrictions has increased the stress of students and reduced the ability to practice calming strategies.

**Goal 4: Learning Environment (based on the BOE constraints)**





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

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 86.4% to 95% by May 2022. Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 86.4% to 90% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Family Communication Specialist and staff will provide more targeted parent engagement strategies to African American families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnership. <b>Strategy's Expected Result/Impact:</b> The positive perception of parents on Engagement on the district's Parent Survey from 86.4% to 95% by May 2022. <b>Staff Responsible for Monitoring:</b> Principal, Family Communication Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2 <b>Funding Sources:</b> Snacks or Incentives for parents to promote participation - - Title I (211) - 211-61-6499-04L-105-30-510-000000-22F10 - \$1,000, Supplies and Materials for Parental Involvement - Title I (211) - 211-61-6399-04L-105-30-510-000000-22F10 - \$500, Take Home Books for Parental Involvement - Title I (211) - 211-61-6329-04L-105-30-510-000000-22F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create positive school culture with aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services that involve families and community. <b>Strategy's Expected Result/Impact:</b> The positive perception of parents on Engagement on the district's Parent Survey from 86.4% to 95% by May 2022. <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
Student Learning
<b>Problem Statement 4:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
School Processes & Programs
<b>Problem Statement 2:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.
Perceptions
<b>Problem Statement 2:</b> Attendance rates for African American students dropped 5.69 points from 94.32% in 2019-2020 to 88.63 % in the 1st semester of 2020-21. <b>Root Cause:</b> Changes in culture routines and family engagement strategies limiting opportunities for new and returning students to connect, reducing the campuses ability to create a sense belonging and urgency on the importance of attendance.