

Fort Worth Independent School District
105 West Handley Elementary School
2023-2024 Improvement Plan



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: June 2, 2023

Demographics

Demographics Summary

Comprised of about 390 students, West Handley Elementary is PK-5th Title I campus in Fort Worth ISD.

Demographic information from the 2021-22 school year 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.

Our staff is comprised of 22 classroom teachers, three specials teachers, two special education teachers, two dyslexia teachers, six 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 2021-2022 from 94.01% to 96.8%.

Chronically absent students has reduced by 3%.

We have increased male representation on our teaching staff from 2% to 10%

Event Attendance Data indicates that 47% of our students attend campus events.

Our diverse student population is serviced by an equally diverse teaching staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 35.4% of African American students are chronically absent for the 22-23 school year. **Root Cause:** There are limited systems in place to track, monitor and respond to chronic absenteeism.

Problem Statement 2 (Prioritized): 31 of 386 students grades PK-5 are identified as dyslexic totaling 8% of our enrollment for the 22-23 school year. **Root Cause:** Poor execution and monitoring of the campus MTSS system has resulted in few dyslexia referrals.

Student Learning

Student Learning Summary

West Handley is a C rated campus that moved from being a previous Improvement Required campus. Our rating has increased from a 74 in 18-19 to a 77 in 21-22.

Professional development in the 2002-2023 school year included: Aggressive Monitoring, Branching Minds, Dreambox, Eureka Equip, Eureka Affirm, and Lexia Small Group Instruction.

At the end of this year-long focus on classroom walk-throughs demonstrate greater evidence of internalization of content lessons, there is an increased level of fidelity to the lesson cycle and gradual release of instruction utilizing FWISD curriculum. Teachers demonstrate a greater proficiency with pacing and alignment during the literacy block, and teachers feel more comfortable delivering Amplify instruction.

Student Learning Strengths

Our campus rating increased from a 74 to a 77.

We met our Reading growth targets in all sub groups.

There is a campus wide understanding of the expectation regarding fidelity to FWISD curriculum.

Literacy teachers successfully reached initial implementation status for Amplify curriculum.

There is greater evidence of literacy lesson internalization.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 33.5% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. **Root Cause:** Teacher's need additional training and development in effective small group literacy instruction.

Problem Statement 2 (Prioritized): 18% of all students met standard on the 21-22 Math STAAR. **Root Cause:** Teacher's need additional training and development in effective implementation of district resources and small group instruction.

School Processes & Programs

School Processes & Programs Summary

Last year, the campus 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 for grade level PLCs.
- Time for students to interact with other classes in the grade level in specials
- MTSS processes that focus on quality tier 2 and tier 3 intervention when students are not responding to quality tier 1 instruction.
- Student data analysis and teacher action steps.
- Student/parent conferences to discuss progress and academic goals.
- Intentional circle time every morning to develop the social emotional capacity of students utilizing Circle Skills
- 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
- Strong Instructional Leadership Team.

School Processes & Programs Strengths

Our campus has prioritized social emotional growth and safety.

We've implemented circle skills and daily morning circles.

We have increased our community partnerships to include both 4th and 5th grade with Academy 4, Leaders 5, and JOI club.

We've prioritized professional growth and data analysis through weekly grade level PLCs.

The development of a rigorous screening and interview process will lead to the identification of highly qualified teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Average Lexia usage for the campus is 76% for the year, however students are not mastering skills with high accuracy. **Root Cause:** Teacher's need additional training and development in effective implementation of small group literacy instruction

Problem Statement 2 (Prioritized): 146 students in grades 1-5 need an intervention plan according to Branching Minds in April of 2023. **Root Cause:** Poor execution and

monitoring of the campus MTSS system has resulted in few intervention plans.

Perceptions

Perceptions Summary

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.
- Teamwork 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 was created to support these four core values. Every student belongs to a tribe and travels to specials with their Tribe rather than homeroom. This allowed students from different programs to interact and develop relationships.

Perceptions Strengths

The Tribe system at West Handley reinforces our campus core values.

Students and staff feel a sense of a belonging and connectedness to the campus and the community.

Overall, staff and students feel supported in their work environments.

We celebrate our academic and social achievements each 6 weeks at Tribe Rallies.

Family engagement events are highly attended.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The FWISD Data Dashboard indicates 33 Out of School Suspensions for the 22-23 School Year compared to 3 Out of School Suspensions in 21-22. **Root Cause:** Inconsistent implementation of WHES Behavior Matrix and Social Emotional Supports for students.

Priority Problem Statements

Problem Statement 1: 35.4% of African American students are chronically absent for the 22-23 school year.

Root Cause 1: There are limited systems in place to track, monitor and respond to chronic absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 31 of 386 students grades PK-5 are identified as dyslexic totaling 8% of our enrollment for the 22-23 school year.

Root Cause 2: Poor execution and monitoring of the campus MTSS system has resulted in few dyslexia referrals.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 33.5% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment.

Root Cause 3: Teacher's need additional training and development in effective small group literacy instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 18% of all students met standard on the 21-22 Math STAAR.

Root Cause 4: Teacher's need additional training and development in effective implementation of district resources and small group instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Average Lexia usage for the campus is 76% for the year, however students are not mastering skills with high accuracy.

Root Cause 5: Teacher's need additional training and development in effective implementation of small group literacy instruction

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 146 students in grades 1-5 need an intervention plan according to Branching Minds in April of 2023.

Root Cause 6: Poor execution and monitoring of the campus MTSS system has resulted in few intervention plans.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The FWISD Data Dashboard indicates 33 Out of School Suspensions for the 22-23 School Year compared to 3 Out of School Suspensions in 21-22.

Root Cause 7: Inconsistent implementation of WHES Behavior Matrix and Social Emotional Supports for students.

Problem Statement 7 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

District Goals

Revised/Approved: September 21, 2023

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 100% to % by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 40% to 45% by May 2024.

*Increase the percentage of Hispanic students from 42% to 47% by May 2024.

Evaluation Data Sources: Circle CLI

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of PK teachers to implement district curriculum and approved resources by engaging in continuous professional learning on: Creative Curriculum and CLI Phonological Awareness activities.

Strategy's Expected Result/Impact: Increased percentage of students who score on track for phonological awareness on CLI.

Staff Responsible for Monitoring: Instructional Coach
Data Analyst

Title I:

2.4, 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 4: High-Quality Instructional Materials and Assessments

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Track and monitor student data and progress on CLI Phonological Awareness activities from the CLI dashboard. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Date(s) / Timeframe: Sept 2023 - May 2024 Collaborating Departments: Humanities Early Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 33.5% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. Root Cause: Teacher's need additional training and development in effective small group literacy instruction.

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 44.4% to 50% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 38.6% to 45% by May 2024.

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.5% to 47% by May 2024.

Evaluation Data Sources: NWEA MAP Fluency

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of K-3rd grade teachers to implement district curriculum and resources by engaging in continuous professional learning on grade level standards and resources.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Instructional Coach
Data Analyst

Title I:

2.4, 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 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop and implement a cycle of observation and feedback of literacy instruction aligned to district resources and grade level standards. Intended Audience: K-3 Teachers Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Humanities ADQ Funding Sources: Books - SCE (199 PIC 24) - 199-11-6329-001-105-24-313-000000- - \$1,200, Classroom Supplies - BEA (199 PIC 25) - 199-11-6399-001-105-25-313-000000 - \$2,635, Classroom Supplies - Gifted & Talented (199 PIC 21) - - \$202, Classroom Supplies - SPED (199 PIC 23) - - \$4,589	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 33.5% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. Root Cause: Teacher's need additional training and development in effective small group literacy instruction.

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 35.4% to 40% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 54.6% to 60% by May 2024.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 32.2% to 37% by May 2024.

Evaluation Data Sources: NWEA MAP Growth Reading

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of K-5th grade teachers to implement district curriculum and resources by engaging in continuous professional learning on grade level standards and resources.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Instructional Coach

Data Analyst

Assistant Principal

Title I:

2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Implement scheduled professional learning communities focused on lesson internalization, customization, and data tracking and analysis to support student mastery of grade level standards. Intended Audience: K-5 Teachers Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Assistant Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Humanities ADQ Funding Sources: TA 111 - Title I (211) - 211-11-6129-04U-105-30-510-000000-24F10 - \$29,590.06, Instructional Resources - Measuring Up Live - Title I (211) - 211-11-6399-04E-105-30-510-000000-24F10 - \$10,000, Tutoring - Title I (211) - 211-11-6117-04E-105-30-510-000000-24F10 - \$15,000, Tutoring - Title I (211) - 211-11-6116-04E-105-30-510-000000-24F10 - \$20,188	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 33.5% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. Root Cause: Teacher's need additional training and development in effective small group literacy instruction.

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 71.4% to 76% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 15% by May 2024.

Evaluation Data Sources: CLI Circle

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of PK teachers to implement district curriculum and approved resources by engaging in continuous professional learning on: Creative Curriculum and CLI Math activities.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math.

Staff Responsible for Monitoring: Instructional Coach
Data Analyst

Title I:

2.4, 4.2

- **TEA Priorities:**





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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Track and monitor student data and progress on CLI Math activities from the CLI dashboard. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Math Early Learning		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 18% of all students met standard on the 21-22 Math STAAR. Root Cause: Teacher's need additional training and development in effective implementation of district resources and small group instruction.

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 42% to 50% 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 0% to 25% by May 2023.

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of Kindergarten teachers to implement district curriculum and resources by engaging in continuous professional learning on Eureka and TX KEA Math activities.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math

Staff Responsible for Monitoring: Instructional Coach
Data Analyst

Title I:

2.4, 4.2

- **TEA Priorities:**





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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Develop and implement a cycle of observation and feedback for math instruction aligned to professional learning, district resources, and grade level standards. Intended Audience: Kinder teachers Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Math ADQ Funding Sources: Instructional Supplies - Title I (211) - 211-11-6399-04E-105-30-510-000000-24F10 - \$21,073		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 18% of all students met standard on the 21-22 Math STAAR. **Root Cause:** Teacher's need additional training and development in effective implementation of district resources and small group instruction.

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 41.8% to 46% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31.3% to 36% by May 2024.

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of K-5th grade teachers to implement district curriculum and resources by engaging in continuous professional learning on grade level standards and resources.





Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth

Staff Responsible for Monitoring: Instructional Coach
Data Analyst
Assistant Principal

Title I:
2.4, 4.2
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments
- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Implement scheduled professional learning communities focused on lesson internalization, customization, and data tracking and analysis to support student mastery of grade level standards. Intended Audience: K-5 Teachers				

Provider / Presenter / Person Responsible: Instructional Coach Data Analyst Assistant Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Math ADQ Funding Sources: Generation Genius Math/Science - Title I (211) - 211-11-6399-04E-105-30-510-000000-24F10 - \$2,000				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 18% of all students met standard on the 21-22 Math STAAR. Root Cause: Teacher's need additional training and development in effective implementation of district resources and small group instruction.

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 34% to 40% 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 27% to 32% by May 2023.

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of 3rd-5th grade teachers to implement district curriculum and resources by engaging in continuous professional learning on grade level standards and resources.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Instructional Coach
Data Analyst

Title I:

2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop and implement a cycle of observation and feedback for reading instruction aligned to professional learning, district resources and grade level standards. Intended Audience: 3rd-5th Teachers Provider / Presenter / Person Responsible: Assistant Principal Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Humanities	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 33.5% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. **Root Cause:** Teacher's need additional training and development in effective small group literacy instruction.

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 18% to 24% 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 16% to 31% by May 2023.

Strategy 1: Improve the quality of Tier I and Tier 2 instruction by developing the capacity of 3rd-5th grade teachers to implement district curriculum and resources by engaging in continuous professional learning on grade level standards and resources.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math.

Staff Responsible for Monitoring: Instructional Coach

Data Analyst

Assistant Principal

Title I:

2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Develop and implement a cycle of observation and feedback for math instruction aligned to professional learning, district resources and grade level standards. Intended Audience: 3rd-5th Teachers Provider / Presenter / Person Responsible: Assistant Principal Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 18% of all students met standard on the 21-22 Math STAAR. Root Cause: Teacher's need additional training and development in effective implementation of district resources and small group instruction.

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 20% to 15% by May 2024.

Evaluation Data Sources: Focus Data, ADQ Cycle Reports

Strategy 1: Campus Attendance Committee (CAC) will review all students below 90% threshold every six weeks.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences.

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: The Family Engagement Specialist, Counselor, and MHMR Navigator will make home calls and visits for chronically absent students and families. Intended Audience: West Handley students and families Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Parent Partnerships Funding Sources: Technology - Title I (211) - 211-11-6396-04E-105-30-510-000000-24F10 - \$2,400	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 35.4% of African American students are chronically absent for the 22-23 school year. Root Cause: There are limited systems in place to track, monitor and respond to chronic absenteeism.

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 87 to 50 by May 2024.

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 57 to 45 by May 2024.

Evaluation Data Sources: Focus Discipline Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Through professional learning, develop the capacity of faculty, staff, and students to implement Morning Circles, Circle Skills, Tribe System, PBIS Store, and Restorative Practices. Intended Audience: All West Handley Staff Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Restorative Practices Counseling Student Support Services Funding Sources: Substitute Teachers - Title I (211) - 211-11-6112-0PD-105-30-510-000000-24F10 - \$2,000				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: 146 students in grades 1-5 need an intervention plan according to Branching Minds in April of 2023. Root Cause: Poor execution and monitoring of the campus MTSS system has resulted in few intervention plans.
Perceptions
Problem Statement 1: The FWISD Data Dashboard indicates 33 Out of School Suspensions for the 22-23 School Year compared to 3 Out of School Suspensions in 21-22. Root Cause: Inconsistent implementation of WHES Behavior Matrix and Social Emotional Supports for students.

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 35 to 20 by May 2024.

Evaluation Data Sources: Focus Discipline Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Through professional learning, develop the capacity of faculty, staff, and students to implement Morning Circles, Circle Skills, Tribe System, PBIS Store, and Restorative Practices. Intended Audience: All West Handley Staff Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Restorative Practices Counseling Student Support Services				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: 146 students in grades 1-5 need an intervention plan according to Branching Minds in April of 2023. Root Cause: Poor execution and monitoring of the campus MTSS system has resulted in few intervention plans.
Perceptions
Problem Statement 1: The FWISD Data Dashboard indicates 33 Out of School Suspensions for the 22-23 School Year compared to 3 Out of School Suspensions in 21-22. Root Cause: Inconsistent implementation of WHES Behavior Matrix and Social Emotional Supports for students.

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 4 to 6 by May 2024.

Evaluation Data Sources: Parent Sign-in Sheets

Strategy 1: Convene Family Engagement Committee to plan and promote a minimum of three high-impact family engagement activities and events per semester.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours.

Staff Responsible for Monitoring: Assistant Principal

Title I:

4.1, 4.2

- **TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Track and monitor family attendance at events by grade level to increase family engagement. Intended Audience: All West Handley Staff Provider / Presenter / Person Responsible: Family Engagement Specialist Assistant Principal Date(s) / Timeframe: Sept 23 - August 24 Collaborating Departments: Parent Partnerships Funding Sources: Food for Events - Parent Engagement - 211-61-6499-04L-105-30-510-000000-24F10 - \$1,002, Supplies for parent events - Parent Engagement - 211-61-6399-04L-105-30-510-000000-24F10 - \$1,200, Book Vending Machine - Title I (211) - 211-11-6398-04E-105-30-510-000000-24F10 - \$6,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: 35.4% of African American students are chronically absent for the 22-23 school year. **Root Cause:** There are limited systems in place to track, monitor and respond to chronic absenteeism.

Perceptions

Problem Statement 1: The FWISD Data Dashboard indicates 33 Out of School Suspensions for the 22-23 School Year compared to 3 Out of School Suspensions in 21-22. **Root Cause:** Inconsistent implementation of WHES Behavior Matrix and Social Emotional Supports for students.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	TA 111	Computer Lab Assistant	211-11-6129-04U-105-30-510-000000-24F10	\$29,590.06
1	3	1	1	Instructional Resources - Measuring Up Live	Supplies and materials for instructional use	211-11-6399-04E-105-30-510-000000-24F10	\$10,000.00
1	3	1	1	Tutoring	Tutors with degree or certified	211-11-6117-04E-105-30-510-000000-24F10	\$15,000.00
1	3	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-105-30-510-000000-24F10	\$20,188.00
2	2	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-105-30-510-000000-24F10	\$21,073.00
2	3	1	1	Generation Genius Math/Science	Supplies and materials for instructional use	211-11-6399-04E-105-30-510-000000-24F10	\$2,000.00
4	1	1	1	Technology	Technology for instructional use	211-11-6396-04E-105-30-510-000000-24F10	\$2,400.00
4	2	1	1	Substitute Teachers	Subs for professional development	211-11-6112-0PD-105-30-510-000000-24F10	\$2,000.00
4	4	1	1	Book Vending Machine	Equipment	211-11-6398-04E-105-30-510-000000-24F10	\$6,000.00
Sub-Total							\$108,251.06
Budgeted Fund Source Amount							\$108,251.06
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Books	Reading materials for classroom use	199-11-6329-001-105-24-313-000000-	\$1,200.00
Sub-Total							\$1,200.00
Budgeted Fund Source Amount							\$6,188.00
+/- Difference							\$4,988.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Food for Events	Snacks for Parents to promote participation	211-61-6499-04L-105-30-510-000000-24F10	\$1,002.00
4	4	1	1	Supplies for parent events	Supplies and materials for parental involvement	211-61-6399-04L-105-30-510-000000-24F10	\$1,200.00
Sub-Total							\$2,202.00
Budgeted Fund Source Amount							\$2,202.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Classroom Supplies	Supplies and materials - instruction	199-11-6399-001-105-25-313-000000	\$2,635.00
Sub-Total							\$2,635.00
Budgeted Fund Source Amount							\$2,635.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Classroom Supplies	GENERAL SUPPLIES		\$202.00
Sub-Total							\$202.00
Budgeted Fund Source Amount							\$202.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Classroom Supplies	GENERAL SUPPLIES		\$4,589.00
Sub-Total							\$4,589.00
Budgeted Fund Source Amount							\$4,589.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Grand Total Budgeted							\$124,067.06
Grand Total Spent							\$119,079.06
+/- Difference							\$4,988.00