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West Handley Mission

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Revised/Approved: October 6, 2021

Demographics Summary

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

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** **Lo**

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.

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

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

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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.

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Revised/Approved: September 29, 2021

Goal 1: Gctn{"Nkvgtce{"

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Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle

Strategy 1 Details	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: By May 2022 the percentage of PK students who score On Track on Circle</p>	

Strategy 2 Details

Reviews

Strategy 2: Support teachers and staff in creating classrooms that promote culturally responsive learning through equitable

Goal 1: Gctn{"Nkvgtce{"

Strategy 2 Details	Reviews
<p data-bbox="65 121 1402 183">Strategy 2: 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 data-bbox="128 190 1356 222">Strategy's Expected Result/Impact: By May 2022 the percentage of Kindergarten - Grade 3 students who Meet</p>	

Strategy 3 Details

Reviews

Strategy 3: 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.

Strategy's Expected Result/Impact: 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.

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.

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.

Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Initiatives: Title I Elements, 214, Request 1, 121

School Processes & Programs

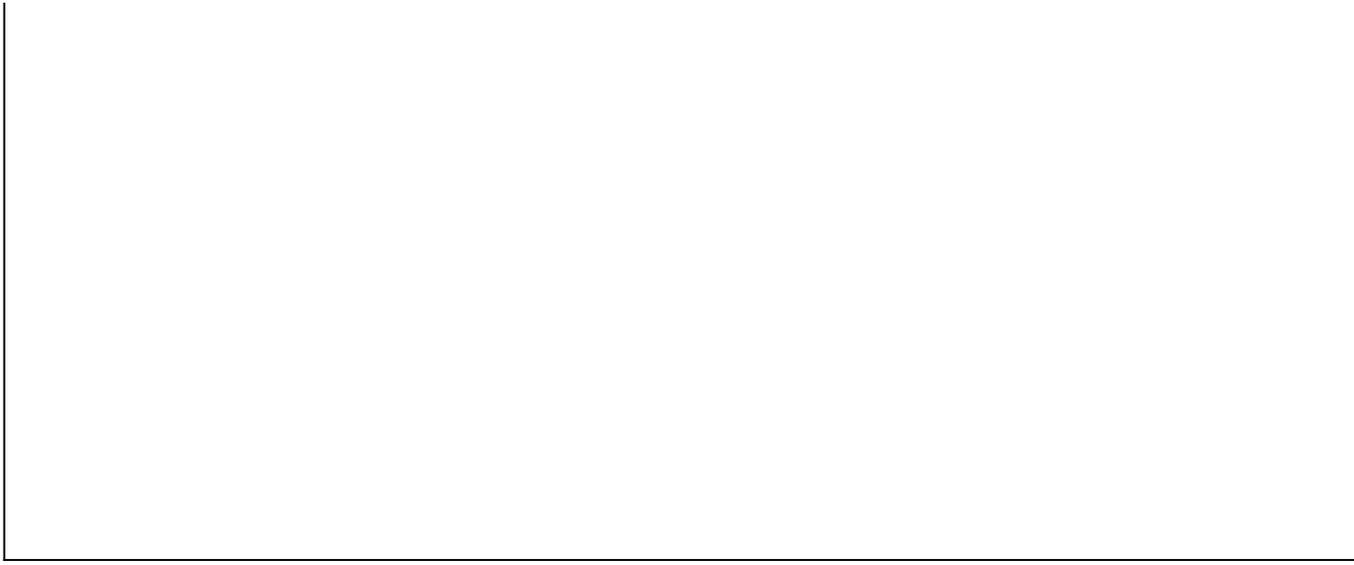
Problem Statement 1: During the 2020-21 school year, 70% of discipline referrals are from 3rd and 5th grade African American male students enrolled in their first year at West Handley. **Root Cause:** Changes in morning circles and new student mentors due to distancing restrictions has reduced the ability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

Goal 1: Gctn{"Nkvgtce{"



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.

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Targeted or ESF High Priority

Evaluation Data Sources: Circle Math

Strategy 1 Details	Reviews
<p>Strategy 1: 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>EsF High Priority Strategy's Expected Result/Impact: By May 2022 the percentage of PK students who score On Track on Circle Math will increase from 48.3% to 70%..</p> <p>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>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 -</p>	

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Targeted or ESF High Priority

Evaluation Data Sources: TX-KEA

Strategy 1 Details	Reviews
<p>Strategy 1: 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</p>	

Strategy 2 Details	Reviews

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: Gctn{"Ocvj"

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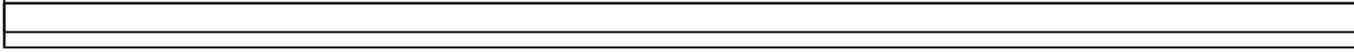
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Targeted or ESF High Priority

Evaluation Data Sources: Map Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal</p> <p>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, 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</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-105-24-313-000000- - \$4,248</p>	Formative			Summative
	Nov	Jan	Mar	June
				



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: EEOT"

Strategy 2 Details	Reviews
<p>Strategy 2: 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</p>	

Goal 3: EEOT

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Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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.</p> <p>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>Staff Responsible for Monitoring: Principal</p> <p>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</p>	

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Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: FOCUS Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Family Communication Specialist, Principal</p> <p>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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: The number and percentage of students who are chronically absent will</p>	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

Student Learning		Root
<p>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.</p>		
School Processes & Programs		Root Cause
<p>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.</p>		
Perceptions		
<p>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:</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.

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.

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Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: The positive perception of parents on Engagement on the district's Parent Survey from 86.4% to 95% by May 2022.</p> <p>Staff Responsible for Monitoring: Principal, Family Communication Specialist</p> <p>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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Snacks or Incentives for parents to promote participation - -</p>	

Performance Objective 4 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.