

Fort Worth Independent School District
105 West Handley Elementary School
2024-2025 Campus 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Goals	13
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 2025.	13
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 2025.	21
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	27
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	31
Campus Funding Summary	39
Policies, Procedures, and Requirements	42

Comprehensive Needs Assessment

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: 25%

Hispanic:42%

White: 33%

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%

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 22 of 265 students grades 1-5 are identified as dyslexic totaling 8.3% 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 has moved from an Improvement Required Rating to a C Rated campus. Our rating has increased from a 74 in 18-19 to a 77 in 21-22. It has remained a 77 for the 2023-2024 school year.

Professional development in the 2023-2024 school year included: DDI, Branching Minds, De-escalation, Dreambox, Eureka, LLI, 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 of TEKS utilizing of district resources during content blocks.

within the content lessons the day. 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): 43% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. **Root Cause:** Teacher's need individualized professional development that aligns their student data to daily instruction.

Problem Statement 2 (Prioritized): 33% of K-5 students met projected growth on the MOY MAP Growth Math Assessment. **Root Cause:** Teacher's need individualized professional development that aligns their student data to daily 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): 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

Problem Statement 2 (Prioritized): 36% of students in grades 1-5 need a Reading Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations 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): 147 behavior incidents have been reported in Branching Minds for the first semester of 2023-2024 school year. **Root Cause:** Clear expectations of students' behavior have not been defined, modeled and monitored by all staff members.

Priority Problem Statements

Problem Statement 1: 43% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment.

Root Cause 1: Teacher's need individualized professional development that aligns their student data to daily instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 33% of K-5 students met projected growth on the MOY MAP Growth Math Assessment.

Root Cause 2: Teacher's need individualized professional development that aligns their student data to daily instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 22 of 265 students grades 1-5 are identified as dyslexic totaling 8.3% of our enrollment for the 22-23 school year.

Root Cause 3: : Poor execution and monitoring of the campus MTSS system has resulted in few dyslexia referrals.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds.

Root Cause 4: Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 36% of students in grades 1-5 need a Reading Intervention plan according to Branching Minds.

Root Cause 5: Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 147 behavior incidents have been reported in Branching Minds for the first semester of 2023-2024 school year.

Root Cause 6: Clear expectations of students' behavior have not been defined, modeled and monitored by all staff members.

Problem Statement 6 Areas: Perceptions

Goals

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 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 94% to 96% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 40% to 45% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus from 42% to 47% by May 2025.

Evaluation Data Sources: 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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Track and monitor student data and progress on Phonological Awareness activities from the GOLD dashboard.</p> <p>Intended Audience: PK Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Humanities Early Learning</p> <p>Delivery Method: None</p> <p>Funding Sources: Reading Materials - TITLE I (211) - 211-11-6329-04E-105-30-510-000000-25F10 - \$3,000, Subs for Professional Development - TITLE I (211) - 211-11-6112-0PD-105-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 43% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. Root Cause: Teacher's need individualized professional development that aligns their student data to daily instruction.</p>

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 2025.

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 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 38% to 45% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 42% to 47% by May 2025.

Evaluation Data Sources: NWEA MAP Fluency

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials 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

Principal

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize new curriculum by engaging in collaborative PLCs which is focused on TEKS based instruction and the DDI process.</p> <p>Intended Audience: K-5 Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Humanities ADQ</p> <p>Delivery Method: In person</p> <p>Funding Sources: Classroom materials - SCE (199 PIC 24) - 199-11-6399-001-105-24-313-000000- - \$610, General Supplies - BEA (199 PIC 25) - 199-11-6399-001-105-25-313-000000 - \$1,343, SIRIUS Software licenses for students - SCE (199 PIC 24) - 199-11-6399-001-105-24-313-000000- - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop a plan where teachers are able to collaborate and plan lessons that are aligned to district resources and grade level standards.</p> <p>Intended Audience: K-5 Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 20025</p> <p>Collaborating Departments: Humanities ADQ</p> <p>Delivery Method: Face to Face</p> <p>Funding Sources: Sub Teachers - TITLE I (211) - 211-11-6112-0PD-105-30-510-000000-25F10 - \$2,000, Classroom supplies - SPED (199 PIC 23) - \$1,700, Classroom Supplies - GT (199 PIC 21) - \$404</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 22 of 265 students grades 1-5 are identified as dyslexic totaling 8.3% 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

Problem Statement 1: 43% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. **Root Cause:** Teacher's need individualized professional development that aligns their student data to daily instruction.

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 2025.

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 2025.

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 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus from 32.2% to 37% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Reading

Strategy 1: Improve the quality of Tier 1 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 standing and resources and providing teacher time to plan collaboratively.

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: Principal
Assistant Principal
Instructional Coach

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 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>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.</p> <p>Intended Audience: K-5 Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Humanities ADQ Math</p> <p>Delivery Method: In person</p> <p>Funding Sources: Reading Materials - TITLE I (211) - 211-11-6329-04E-105-30-510-000000-25F10 - \$5,000, Technology - TITLE I (211) - 211-11-6396-04E-105-30-510-000000-25F10 - \$8,030.40, - TITLE I (211) - 211-11-6399-04E-105-30-510-000000-25F10 - \$3,136</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Identify Reading Tier 3 students to work in a small group setting with a tutor where lesson delivery, data tracking and analysis will support Tier 1 instruction.</p> <p>Intended Audience: K-5</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Humanities</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Tutor - TITLE I (211) - 211-11-6129-04E-105-30-510-000000-25F10 - \$26,864, Tutoring - by Teacher extra duty - TITLE I (211) - 211-11-6116-04E-105-30-510-000000-25F10 - \$7,000, Tutoring - by Support staff extra duty - TITLE I (211) - 211-11-6121-04E-105-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 43% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. Root Cause: Teacher's need individualized professional development that aligns their student data to daily instruction.</p>

School Processes & Programs

Problem Statement 2: 36% of students in grades 1-5 need a Reading Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

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 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 71.4% to 76% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 0% to 15% by May 2025.

Evaluation Data Sources: GOLD

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 GOLD Math activities.

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

Staff Responsible for Monitoring: Instructional Coach
Principal
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 - School Processes & Programs 1

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 Principal Assistant Principal Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Early Learning Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 33% of K-5 students met projected growth on the MOY MAP Growth Math Assessment. **Root Cause:** Teacher's need individualized professional development that aligns their student data to daily instruction.

School Processes & Programs

Problem Statement 1: 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

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 2025.

Performance Objective 2: Increase the percentage of Kinder students who score NWEA MAP Math from 42% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 0% to 25% by May 2025.

Evaluation Data Sources: MAP Math

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

Principal

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 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>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.</p> <p>Intended Audience: PK-Kinder Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: None</p> <p>Funding Sources: Math Classroom Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-105-11-313-000000- - \$5,000, Math Classroom Materials - SPED (199 PIC 23) - \$1,713</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 33% of K-5 students met projected growth on the MOY MAP Growth Math Assessment. Root Cause: Teacher's need individualized professional development that aligns their student data to daily instruction.</p>
School Processes & Programs
<p>Problem Statement 1: 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds. Root Cause: Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.</p>

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 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth from 41.8% to 46% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 31.3% to 36% by May 2025.

Evaluation Data Sources: Math MAP Growth

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

Principal

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

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>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.</p> <p>Intended Audience: K-5 Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Math ADQ</p> <p>Delivery Method: In person</p> <p>Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-105-11-313-000000- - \$6,540</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 33% of K-5 students met projected growth on the MOY MAP Growth Math Assessment. Root Cause: Teacher's need individualized professional development that aligns their student data to daily instruction.</p>
School Processes & Programs
<p>Problem Statement 1: 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds. Root Cause: Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

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 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 27% to 32% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1: Improve the quality of Tier I and Tier 2 Reading 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
Principal
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 - School Processes & Programs 2 - Perceptions 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: Instructional Coach Principal Assistant Principal Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Humanities Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide professional development for 1st-5th grade teachers on how to identify High Leverage Reading TEKS and plan lessons accordingly.</p> <p>Intended Audience: 1st-5th grade teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Humanities ADQ</p> <p>Delivery Method: In person</p> <p>Funding Sources: Reading Materials - TITLE I (211) - 211-11-6329-04E-105-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 43% of K-5 students met projected growth on the English MOY MAP Growth Reading Assessment. Root Cause: Teacher's need individualized professional development that aligns their student data to daily instruction.</p>
School Processes & Programs
<p>Problem Statement 2: 36% of students in grades 1-5 need a Reading Intervention plan according to Branching Minds. Root Cause: Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.</p>
Perceptions
<p>Problem Statement 1: 147 behavior incidents have been reported in Branching Minds for the first semester of 2023-2024 school year. Root Cause: Clear expectations of students' behavior have not been defined, modeled and monitored by all staff members.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

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 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 16% to 31% by May 2025.

Evaluation Data Sources: STAAR

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
Principal
Assistant Principal

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Identify Math Tier 3 students to work in a small group setting with a tutor where lesson delivery, data tracking and analysis will support Tier 1 instruction. Intended Audience: 3-5th grade Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: Math ADQ Delivery Method: In person Funding Sources: Tutoring - TITLE I (211) - 211-11-6117-04E-105-30-510-000000-25F10 - \$10,000	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 33% of K-5 students met projected growth on the MOY MAP Growth Math Assessment. **Root Cause:** Teacher's need individualized professional development that aligns their student data to daily instruction.

School Processes & Programs

Problem Statement 1: 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

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 have excessive absences (1 or more courses below 90% attendance) from 20% to 15% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus from 20% to 15% by May 2025.

Evaluation Data Sources: Focus Data, ADQ Cycle Reports

Strategy 1: Campus Attendance Committee (CAC) will review all students below 90% threshold every six weeks and develop a plan of action on how to address those specific students and family needs.

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

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I:

2.4, 2.5, 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

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The Family Engagement Specialist, and Counselor will make home calls and visits for chronically absent students and families.</p> <p>Intended Audience: Chronically absent students and families</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: In person</p> <p>Funding Sources: Materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-105-30-510-000000-25F10 - \$408</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 50% of students in grades 1-5 need a Math Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

Problem Statement 2: 36% of students in grades 1-5 need a Reading Intervention plan according to Branching Minds. **Root Cause:** Unclear expectations and monitoring of the campus MTSS system has resulted in few intervention plans.

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: Decrease the overall number of discipline referrals by school personnel from 87% to 50% by May 2025.

Decrease the number of discipline referrals by school personnel for African American students on our campus from 57% to 45% by May 2025.

Evaluation Data Sources: Focus

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

Strategy's Expected Result/Impact: Decrease of behavior and discipline incidents and improve school climate and culture.

Staff Responsible for Monitoring: Principal

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Celebrate and acknowledge students' behavior successes (Hoot Loot Market, treasure box, reading reward cart, star student).</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024- May 2025</p> <p>Collaborating Departments: Family Engagement</p> <p>Delivery Method: In person</p> <p>Funding Sources: Rewards - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-105-99-313-000000- - \$7,338</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide operational and instructional systems that support student success and overall positive school climate for all stakeholders.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Support Services</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 147 behavior incidents have been reported in Branching Minds for the first semester of 2023-2024 school year. Root Cause: Clear expectations of students' behavior have not been defined, modeled and monitored by all staff members.</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 3: Decrease the number of out of school suspensions for African American students from 35 to 22 by May 2025.

Evaluation Data Sources: Focus Discipline Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, 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: Principal
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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>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.</p> <p>Intended Audience: West Handley Staff</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: 147 behavior incidents have been reported in Branching Minds for the first semester of 2023-2024 school year. **Root Cause:** Clear expectations of students' behavior have not been defined, modeled and monitored by all staff members.

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 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 2025.

Evaluation Data Sources: Parent Sign-In sheets

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

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: Principal
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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: FES will host monthly family classes/events to provide educational information to strengthen the home/school partnership.</p> <p>Intended Audience: All families</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: In person</p> <p>Funding Sources: Snacks for events - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-105-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: 147 behavior incidents have been reported in Branching Minds for the first semester of 2023-2024 school year. **Root Cause:** Clear expectations of students' behavior have not been defined, modeled and monitored by all staff members.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Reading Materials	Reading materials & Software for classroom use	211-11-6329-04E-105-30-510-000000-25F10	\$3,000.00
1	1	1	1	Subs for Professional Development	Subs for professional development	211-11-6112-0PD-105-30-510-000000-25F10	\$3,000.00
1	2	1	2	Sub Teachers	Subs for professional development	211-11-6112-0PD-105-30-510-000000-25F10	\$2,000.00
1	3	1	1	Reading Materials	Reading materials & Software for classroom use	211-11-6329-04E-105-30-510-000000-25F10	\$5,000.00
1	3	1	1	Technology	Technology for instructional use	211-11-6396-04E-105-30-510-000000-25F10	\$8,030.40
1	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-105-30-510-000000-25F10	\$3,136.00
1	3	1	2	Tutoring - by Teacher extra duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-105-30-510-000000-25F10	\$7,000.00
1	3	1	2	Tutoring - by Support staff extra duty	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-105-30-510-000000-25F10	\$3,000.00
1	3	1	2	Tutor	Title I Teacher Assistant	211-11-6129-04E-105-30-510-000000-25F10	\$26,864.00
3	1	1	2	Reading Materials	Reading materials & Software for classroom use	211-11-6329-04E-105-30-510-000000-25F10	\$3,000.00
3	2	1	1	Tutoring	Tutors with degree or certified	211-11-6117-04E-105-30-510-000000-25F10	\$10,000.00
Sub-Total							\$74,030.40
Budgeted Fund Source Amount							\$74,030.40
+/- Difference							\$0.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Materials	Supplies and materials for parental involvement	211-61-6399-04L-105-30-510-000000-25F10	\$408.00
4	4	1	1	Snacks for events	Snacks for parents to promote participation	211-61-6499-04L-105-30-510-000000-25F10	\$1,500.00
Sub-Total							\$1,908.00
Budgeted Fund Source Amount							\$1,908.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Math Classroom Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-105-11-313-000000-	\$5,000.00
2	3	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-105-11-313-000000-	\$6,540.00
Sub-Total							\$11,540.00
Budgeted Fund Source Amount							\$11,540.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Classroom Supplies	GENERAL SUPPLIES		\$404.00
Sub-Total							\$404.00
Budgeted Fund Source Amount							\$404.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Classroom supplies	INSTRUCTIONAL MATERIALS		\$1,700.00
2	2	1	1	Math Classroom Materials	INSTRUCTIONAL MATERIALS		\$1,713.00
Sub-Total							\$3,413.00
Budgeted Fund Source Amount							\$3,413.00

SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	1	Classroom materials	Supplies and materials for instructional use	199-11-6399-001-105-24-313-000000-	\$610.00	
1	2	1	1	SIRIUS Software licenses for students	Supplies and materials for instructional use	199-11-6399-001-105-24-313-000000-	\$3,500.00	
							Sub-Total	\$4,110.00
							Budgeted Fund Source Amount	\$4,110.00
							+/- Difference	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	1	General Supplies	Supplies and materials - instruction	199-11-6399-001-105-25-313-000000	\$1,343.00	
							Sub-Total	\$1,343.00
							Budgeted Fund Source Amount	\$1,343.00
							+/- Difference	\$0.00
UNDISTRIBUTED (199 PIC 99)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	2	1	1	Rewards	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-105-99-313-000000-	\$7,338.00	
							Sub-Total	\$7,338.00
							Budgeted Fund Source Amount	\$7,338.00
							+/- Difference	\$0.00
							Grand Total Budgeted	\$104,086.40
							Grand Total Spent	\$104,086.40
							+/- Difference	\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024