

# 2016-17 CEIP for 047-Handley MS

## 047-Handley MS

Principal: Cheryl Johnson

Leadership Director: Deborah Traylor

### Accountability Status

**Improvement Required**

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

**I certify acceptance and compliance with all provisions set forth by:**

- YES the Fort Worth ISD School Board;
- YES the Texas Education Code;
- YES No Child Left Behind;
- YES Title I, Part A; and
- YES the School Improvement Program.

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your Learning Network leadership team.

[Click here to see the full Guide to Campus Assurances](#)

### SBDM Members

Name	Role
Artis Royal	Dist Emp Relations Council Rep
Andrea Robins	Teacher
Tara Jackson	Teacher
Kate Thomas	Teacher
Harvey Neher	Dist Emp Relations Council Rep
Joseph Gonzalez	Teacher
Peggy Saldivar	Campus Non-Tch Prof
Georgia Harding	Campus Non-Tch Prof
Demetra Russell	Parent
Charolte Terrell	Business Rep
Frances Newton	Additional Appointed Rep
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

## Fort Worth ISD

*Preparing all students for success in college, career, and community leadership.*

# Comprehensive Needs Assessment Summary for 2016-2017

**Campus:** 047-Handley MS

**Principal:** Cheryl Johnson

<b>Data Sources Used</b> Make a selection for each by choosing from the drop down	No	Graduation	Yes	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
<b>Demographics</b>	1.	Handley's student population of 516 students is diverse. The population consists of 68% African American, 23% Hispanic, 4% White, 1% Asian, and 4% Two or More Races. Student groups interact well with each other. The addition of a Program of Choice will continue to change the campus demographics. The number of LEP students continues to grow at 45 students, 9% of the population, which is an increase from last school year's 29 students.	1.	The students who receive services through Special Education is at 11%. Five percent of the school's population receive 504 accommodations. The number of students who have been identified for Dyslexia testing and services has grown from last year's 29 to 76 students. Nine students are receiving services through a class for Dyslexia this year. Handley's English Language Learners who receive services or are monitored is at 9% of the school population.	1.	Handley will ensure that teachers and students have the materials and resources needed for students to be successful in class. Snacks will be provided for Saturday Camps and after-school tutorials. Buses will be provided for tutorial days. A Spanish-speaking Office Assistant will be available full-time on campus to support students, teachers, and parents.

<b>Student Achievement</b>	1.	The campus was rated Met Standard for the 2015-2016 school year. Index 1 increased from 51 to 57 points / Index 2 increased from 31 to 32 points / Index 3 increased from 22 to 33 points / Index 4 increased from 16 to 17 points. The campus received a Distinction Designation in Mathematics. Campus PLCs continue to help teachers look at data, deepen content knowledge, lesson plan, and reflect on instructional practices. Teacher turnover has been reduced to only a few teachers. More dyslexia students have been identified and are being placed into the	1.	Reading comprehension continues to be a weakness for the majority of the students in all grade levels. Due to the campus only having one reading specialist, the number of students assigned to Targeted Reading must be strategic. Students are not utilizing Think Through Math and iStation to maximize their growth other than in classes when assigned or away from school.	1.	Increase reading and math comprehension. Target 6th and 8th grade students for Enhanced Math. Budget tangible items for rewards for student academic success, ie. academic rewards, reading club rewards, etc. Continue to communicate to parents the importance of student attendance, successful behaviors in the classroom, and decreasing the mobility rates within the school year of our students.
<b>School Culture and Climate</b>	1.	Our top strengths are acknowledging and celebrating our school's diverse cultures. Teachers celebrate the diversity of students through lessons in the classroom, awards programs, black history programs, and positive announcements. Of teachers that participated in the diversity survey, most felt students were respectful.	1.	According to the survey, teachers and students need to be more respectful of each other. Finding more ways to show cultural appreciation and positive school culture would be helpful. Another need is to find ways to teach students how to be respectful and appreciative of other cultures.	1.	Increase positive faculty and student relationships and provide appropriate tools that will help create more respect for the diversity of both faculty and students. Look for programs such as "Kindness Matters," and "Challenge Day" and "Leadership Ft. Worth" may be helpful sources of information and programs.

<b>Staff Quality/ Professional Development</b>	1.	HMS teachers attend and try to utilize various professional developments offered within FWISD. They not only attend PD that are department specific, but also take courses and attend conferences that are offered in technology and other helpful subjects.	1.	The HMS teachers continue to identify professional development specific to our diverse school population. PD in effective lesson planning and student engagement can help us keep our lessons focused, exciting, and current. Teachers have requested PD designed to address alternative classroom management approaches that meets the needs of our unique students. They have found that most classroom/behavior management strategies are not as effective with the HMS students. Another need identified is team building among the staff as a team, grade-level, department, and a whole school. This has to start at the beginning of the year and continue throughout the	1.	Funds should be utilized to assist teachers with effective lesson planning and student engagement strategies. Also to address behavior intervention/classroom management specifically for our student population, faculty and staff team building.
<b>Curriculum, Instruction, and Assessment</b>	1.	Teachers are blending technology with curriculum. Teachers understand that although we can't change the curriculum we can modify it to reach our population. An emphasis on formative assessments gave us a viewpoint of student progress and helped us be more intentional in our instruction.	1.	Review our Assessment procedures- Elective teachers have no idea what their students' weaknesses are unless they look up the data. Data is not teacher friendly. Allow open dialogue about data and also invite elective teachers to PLCs when assessment results are discussed. New teachers are not aware of policies and procedures.	1.	Narrow our focus back on teaming and holding the teams accountable for the success of their students. Allow teachers to prove that the method they are using is successful before advising them it's not working. Implement school-wide vocabulary and key-word association instructional strategies as well as WETSK commoncore interventions. Maintain communication laterally, vertically and cross-curricular.

<b>Family and Community Involvement</b>	1.	Handley PTA currently has an active Parent/Teacher association with aproximately eighty members. Parent information events were scheduled for parents to meet w/teachers to pick up report cards, progress reports, and attend information sessions throughout the year. Academic conferences were held with 6th-8th grade students and parents to ensure awareness of the academic expectations. 450 of the 517 parents are registered and can access Parent Portal. A Parent Center, established during the 2013-2014 school year, continues to be maintained. A Parent Liaison also provides resources to parents and members of the community. We hosted several events, including a Wellness Expo (a blood drive and a fitness expert) and a Black History Program. In addition we partnered with Cooks Children Hospital and delivered a Community Pediatric Clinic.	1.	More parent-teacher interaction which is initiated early in the school year in order to ensure that teachers feel supported and parents are well informed and give an opportunity to assist. Hold more campus events in the community instead of always at the campus to build the community-school relationship. Utilize more communication resources (Facebook page, Twitter, district App, Parent Portal, etc) in a timely manner to improve the communication of the activities and events at the campus. Have more field trips for each grade level of content area.	1.	Ensure that all information for parents is sent home in English and Spanish. Host parenting sessions and continue to provide resources to support parents and members of the community. Create more programs that provide information and resources to LEP and Special education parents. Each content area will hold an expo night, one evry six weeks.

<b>School Context and Organization</b>	<p><b>1.</b> The students are divided up by grade level 6th grade is upstairs and on the new wing, 7th grade downstairs and 8th grade is outside in the portables. Lunches are also divided by grade level to keep students isolated. All students are scheduled by team in a 6/6 block with periods for reading and math interventions. Teachers have a weekly data meeting and PLC meetings on Tuesdays and Thursdays. Teams meet every other week after school. The campus has two APs and a Data Analyst to support the principal. The Leadership team meets every other Monday to discuss the needs of the campus. The Site Based Decision Making Team meets monthly to discuss campus concerns and budget issues. A New Teacher Academy (NTA) was developed during the 2014-2015 school year and continued during the 2015-2016 school year to support new teachers to the campus. The NTA meets with campus leadership every other Wednesday and is facilitated by the principal.</p>	<p><b>1.</b> Clear and consistent policies, procedures, and expectations for all aspects of the campus need to be reviewed and then routinely communicated through reminders to staff . Campus expectations need to be reviewed with students more consistently. Teachers that are struggling need more assistance. More campus wide discipline training would be beneficial. Ensure all teachers are trained on new district initiatives for upcoming school year for smooth transition. Consider including second year teachers in New Teacher Academy.</p>	<p><b>1.</b> Utilize the resources available through Region XI to support teacher and administrator development. Provide classroom management consultants who can train the entire staff and also work with teachers individually on their needs while here on campus. Teachers will continue to participate in PLCs within the campus to assist in the decision making for the campus.</p>

**2016-17 CEIP for 047-Handley MS**

**Budget Summary**

**Principal: Cheryl Johnson**

**Leadership Director: Deborah Traylor**

Summary by Fund Source

<b>Fund Source</b>	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	<b>GRAND TOTAL budgeted in CEIP</b>
Tier I Instruction	88,000	500	10,000	5,800	0	0	<b>\$ 104,300</b>
Middle Grade Math	0	0	76,000	0	0	0	<b>\$ 76,000</b>
College and Career Readiness	2,600	500	0	1,000	0	0	<b>\$ 4,100</b>
Professional Development	20,000	0	0	750	0	0	<b>\$ 20,750</b>
Campus Needs Assessment	0	0	0	0	0	0	<b>\$ -</b>
<b>TOTAL</b>	<b>\$ 110,600</b>	<b>\$ 1,000</b>	<b>\$ 86,000</b>	<b>\$ 7,550</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 205,150</b>
<b>Allocations</b>	<b>125,169</b>	<b>2,223</b>	<b>121,933</b>	<b>40,440</b>	<b>-</b>		
<b>Percent Budgeted</b>	88%	45%	71%	19%	NA		

**Compensatory Education Fund - FTEs**

**2016-17 CEIP for 047-Handley MS**

**Tier I Instruction Action Plan**

**Principal: Cheryl Johnson**

**Leadership Director: Deborah Traylor**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic Plan</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
<b>Plan</b>	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on tier one instruction and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,9		Create a school-wide system to address the root causes for 2016 low student achievement results (Lesson Planning, Data Analysis, Monitoring, Feedback)	Administrators	September	Faculty Mgt			
1,2,3,9		All teachers will participate in Understanding by Design and Small Group Intervention PD	Administrators, SBDM Teachers, Dept Chairs	October	Faculty Mgt	Local	\$ 500.00	
1,3,8		Purchase Lead4Ward software for Eduphoria Aware compatability	Administrators	September		Local	\$ 300.00	
1,2,3,9		Have Mastery of Learning posters made for all classrooms	Administrators	September		Local	\$ 500.00	
1,2,3,4,9		Ongoing PD on use of formative assessments to measure mastery of learning	Administrators	Ongoing	PLC	Local	\$ 500.00	
1,2,8		Utilize Data Analyst to monitor student performance on district and campus assessments for all subject areas and Lexile performance	Administrators, Data Analyst	Ongoing	Faculty Mgt/PLC	Title I	\$58,000.00	
1,2,9		Utilize TA to support pullouts for district program to measure Lexile levels	Administrators, Data Analyst, TA	Ongoing	Faculty Mgt/PLC	Title I	\$20,000.00	
3,4		Provide additional curriculum support and student enrichment activities for Environmental Science and Technology POC	Administrators, POC Liaison, POC Teacher	October	After Sch/ Vendor	Title I	\$10,000.00	
1,2,6,9		Parent Night to share Targeted Improvement Plan, Lexile Scores, POC Info, and parent support services	Administrators, Data Analyst, FCL	October		TI/PtInv	\$ 500.00	
1,3,8		Purchase supplies for teachers to continue using whiteboards in class	Administrators	September		Local	\$ 1,500.00	
1,2,3,9		Create scaffolding resources for all students in content classes	Admin, Data Analyst, Teachers	October	Faculty Mgt/PLC	Local	\$ 2,500.00	
1,2,9		Hire tutors to support small group support rounds	Administrators	November		Focus	\$10,000.00	
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)	<b>MOY</b> (November 7 - February 24)	<b>EOY</b> (February 27 - June 2)				



**2016-17 CEIP for 047-Handley MS**

**Middle Grade Math Action Plan**

**Principal: Cheryl Johnson**

**Leadership Director: Deborah Traylor**

<b>District Strategic Plan Alignment</b>	Goal:	1. Increase Student Achievement    Priority: Middle Grade Math
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on middle grade math and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	
1,2,3,4,8,9		Provide HOTS and Process Skills PD for all math teachers	Adminstrators	November	PLC		
1,2,9		Purchase supplies for teachers to continue using whiteboards	Adminstrators	November		Focus	\$ 5,000.00
1,2,3,4,8,9		Provide PD to teachers on the use of the All-in-Learning data	Adminstrators,	November	PLC	Focus	\$26,000.00
1,2,9		Purchase supplies and manipulatives to support instruction	Adminstrators	November		Focus	\$10,000.00
1,2,8,9		Weekly lesson plan reviews with teacher demonstrations	Adminstrators	Ongoing	After Sch/		
1,2,3,4,8,9		Whitlow Math PD for teachers to align manipulatives to daily	Adminstrators	November	Pull-Out	Focus	\$35,000.00
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)		<b>MOY</b> (November 7 - February 24)		<b>EOY</b> (February 27 - June 2)	

**2016-17 CEIP for 047-Handley MS**

**College and Career Readiness Action Plan**

**Principal: Cheryl Johnson**

**Leadership Director: Deborah Traylor**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic</b>	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
<b>Plan</b>	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	Through an increased focus on college and career readiness and the intentional action steps, below students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2		AVID strategies used school-wide	Administrators, AVID Site Team	Ongoing	Faculty Mgt/PLC	Local	\$ 1,000.00	
1,2		AVID training for additional teachers and staff	Administrators, AVID Site Team	June	After Sch/ Vendor	Title I	\$ 2,600.00	
1,2		Work with AAIL to identify students for GT testing	Administrators, Data Analyst	September				
1,2,6		Host parent meeting to discuss GT, Duke TIP, and advanced academic opportunities	Administrators, Data Analyst, Counselor, FCL	October		TI/Ptlnv	\$ 500.00	
<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4) <b>MOY</b> (November 7 - February 24) <b>EOY</b> (February 27 - June 2)							



**2016-17 CEIP for 047-Handley MS**

**Campus Needs Assessment Action Plan**

**Principal: Cheryl Johnson**

**Leadership Director: Deborah Traylor**

<b>District</b>	Goal:	1. Increase Student Achievement
<b>Strategic</b>	Objective:	2.3 Establish a communication system that involves all stakeholders
<b>Plan</b>	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
<b>Alignment</b>	Measure:	1.5 Achievement and passing rates on state and local assessments

<b>Focus</b>	
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		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
		Analyze stakeholder feedback from district and campus surveys	Administrators, Data Analyst, SBDM Team	Ongoing	After Sch/ PLC			
<b>Opportunity</b>		Progress Monitoring Schedule: <b>BOY</b> (August 22 - November 4)		<b>MOY</b> (November 7 - February 24)		<b>EOY</b> (February 27 - June 2)		