

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Hayes, Tiffany

Campus Name: 126 - East Handley ES

Executive Director: Deborah Traylor

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 80

Special Education: 12.1

Dual Language/ESL: 40.3

Gifted and Talented: 7.7

Career and Technology: 0

Percentage of at-risk students: 67.8

Percentage of English Language (EL) students: 40.8

Percentage of economically disadvantage students: 94.1

2020-2021 Campus Site-Based Committee

Name	Role
Tiffany Hayes	Principal
Celeste Francis	Teacher
Tina Rundles	Teacher
Layne Keenan	Teacher
Katrina Hillman	Teacher
Sheri Coll	Campus Non-Teacher Professional
Judy Bush	Campus Non-Teacher Professional
Pamela Cioffi	District Level Staff
Pastor Samuel Cruz	Community Representative
Adrianna Calderon	Community Representative
Diane Clark	Business Representative
Bill Mann	Business Representative
Michael Castellon	Other
Beverly Musgrove	Parent
Gladys Lovo	Parent
Nelly Narvaez	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for East Handley ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 64	71 - C
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 70	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 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 Title I, Part A; and

Turnaround Plans

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

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 leadership team.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Increased H population/DLE classes; Increase in SPED population	1. Supplemental resources and materials to address special populations and student groups	1. 1. Decrease achievement gap between student groups and special populations
	2. Decreased suspensions; implementation of Restorative Practices; campus-wide recognition	2. Social/emotional support services through outside providers	2. 2. Decrease equity gap between Spanish resources and English resources
	3.	3.	3. 3. Provide social/emotional support for students experiencing trauma
Student Achievement	1. 2018-2019 Distinctions in reading and science	1. Strategies, professional development, and pushin/pullout support for reading, writing, and math	4. 4. Increase staff retention and improve school culture and climate
	2. 2018-2019 Significant increases in STAAR Reading and Math Approaches, Meets, and Masters	2. Professional development resources for teachers, counselor, librarian, administration, and staff	5.
	3.	3.	
School Culture and Climate	1. Implementation of school-wide Restorative Practices with student recognition	1. Culture/climate resources, materials, supplies, and support from outside providers.	
	2. Implementation of school-wide Teaching Trust transitional routines and procedures	2. Incentives and rewards for students and parents	
	3.	3.	
Staff Quality/ Professional Development	1. Year 2 Teaching Trust Leadership Training for the 2019-2020 school year.	1. Mentor/mentee; PLC planning time	
	2.	2. In-district and out-of-district professional development	
	3.	3. Implement campus professional development plan.	
Curriculum, Instruction, and Assessment	1. Focus on Instructional Alignment components and monitoring instruction.	1. Common instructional practices across grade levels and content areas to provide more structure and allow students to take ownership for their learning and their data	
	2. Grade Level and vertical content area PLCs focused on instruction	2. Provide targeted intensive learning to close gaps in basic skills	
	3.	3. Tools to develop aligned assessment and data monitoring processes	
Family and Community Involvement	1. Partnership support for families and engagement	1. Incentives for families to attend family events	
	2. Family Museum Night; Family Dances	2. Transportation and child care for engagement events	
	3.	3.	
School Context and Organization	1. Student organizations and leadership opportunities	1. Snacks for after school student meetings	
	2. JOI Club/STUCO	2. Continue student leadership development	
	3. Support teachers/tutors	3. Data analyst/Instructional Coaches	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 126 - East Handley ES

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	55.00	--		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by BOY, MOY, STAAR and EOY reading test will increase by at least 3%.	1. Teachers will participate in PD sessions targeting best practices aligned to campus and district needs for all content areas: literacy, math, and science agreed upon by teachers and admin.	Instructional Leadership	6/18/2021	Title I	24,210		
2 Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by BOY, MOY, STAAR and EOY reading test will increase by at least 3%.	2. Coach and develop teachers and staff by providing and tracking individual observation, feedback and coaching.	Instructional Leadership	6/18/2021	Title I	15,000		
3 Title I	Percentage of grades K-2 students reading on or above grade level as measured by district reading assessments will increase by at least 3%	1. Develop and utilize data tracking systems for students and teachers to monitor guided reading levels, fluency, and comprehension.	Data Analyst	6/18/2021	Title I	450		
4 Title I	Percentage of grades K-2 students reading on or above grade level as measured by district reading assessments will increase by at least 3%	Provide extra duty pay for PLCs and planning.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	5,000		
5 Title I	Decrease reading level achievement gap between subgroups as measured by state and local assessments by at least 3%.	1. Utilize data tracking systems for students and teachers to monitor guided reading levels, fluency, and comprehension.	Instructional Leadership	6/18/2021	Bilingual	781		
6 Title I	Decrease reading level achievement gap between student groups as measured by state and local assessments by at least 3%.	1. Data Analyst will be a member of the Leadership Team. Data Analyst will facilitate weekly data meetings with all grade levels. 2. Data Analyst will facilitate as teachers identify highest leverage TEKS to teach/reteach based on data. 3. Data Analyst wil	Instructional Leadership	6/18/2021	Title I	61000.00		

7	Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by BOY, MOY, STAAR and EOY reading test will increase by at least 3%.	1. Teacher Assistant will provide interventions to all students who are not reading on grade level or performing on grade level in Math as measured by MAP, MAP fluency, Fountas and Pinnell assessment, benchmarks, STAAR performance and other teacher data.		6/18/2021		21000.00		
8	Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by BOY, MOY, STAAR and EOY reading test will increase by at least 3%.	1. Teachers, Leadership Team and admin will meet to identify general supplies needed in order to improve student achievement. 2. General supplies such as intervention/acceleration materials, library books, and technology will be purchased in order to improve student achievement in all subject areas.	Instructional Leadership		Title I	1710.00		
9	Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by BOY, MOY, STAAR and EOY reading test will increase by at least 3%.	1. Teachers, Leadership Team and admin will meet to identify general supplies needed in order to improve student achievement. 2. General supplies such as intervention/acceleration materials will be purchased in order to improve student achievement in all			Gifted & Talented	230		
10	Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by BOY, MOY, STAAR and EOY reading test will increase by at least 3%.	1. Monthly coffee chats with the Principals will be held in order to provide parents academic/upcoming information as well as to serve as a platform for open communication with all stakeholders. 2. Guests will be invited by Family Communication Liasion to			Title I	789.00		
11			Professional development resources for teachers, counselor, librarian, administration and staff	Principal,Assistant Principal,Instructional Leadership,Other		Title I	640.00		
12			Counselor professional development			Title I	150.00		
13			Librarian professional development			Title I	250.00		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	26	30	EOY
	Percent of students in lowest performing student group (AA) for all tested subject areas performing at or above Meets grade level will increase from	22	25	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Percentage of grades 3-5 AA students meeting or exceeding grade level math standards as measured by STAAR reading, writing and math assessments will increase by at least 3%.	We will coach and support teachers in the lesson plan design.	Instructional Leadership		Title I	10,000		
2 Title I	Percentage of grades 3-5 AA students meeting or exceeding grade level math standards as measured by STAAR reading, writing and math assessments will increase by at least 3%.	Purchase professional development materials and supplies. Provide tutorial support for struggling students	Principal,Assistant Principal,Instructional Leadership	6/4/2021	Title I	1,000		
3 SPED	Decrease reading level achievement gap between student groups as measured by state and local assessments by at least 3%.	Provide professional development in IPC development. 2. Purchase supplemental and intervention instructional materials, 3. Purchase professional development materials and supplies. 4. Provide tutorial support for struggling students.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)		Special Education	2,000		
4 SPED	Decrease reading level achievement gap between student groups as measured by state and local assessments by at least 3%.	1. Develop data tracking systems for students and teachers to monitor reading levels, fluency and comprehension. 2. Monitor district assessments to ensure students in each student group reach expectations. 3. Implement system of weekly PLC meetings. 4. Provide funding for PLC planning and tutorials for struggling students.	Instructional Leadership,Teacher (s),Data Analyst		Special Education	1,439		
5	Percentage of grades 3-5 AA students meeting or exceeding grade level as measured by STAAR reading, math, and writing assessments will increase by at least 3%	We will coach and support teachers in the lesson plan design.	Instructional Leadership,Data Analyst		Local (Basic Allotment)	4,444		
6	Percentage of grades 3-5 AA students meeting or exceeding grade level as measured by STAAR reading, math, and writing assessments will increase by at least 3%	We will implement campus-based common assessment to ensure instructional alignment and rigor.	Instructional Leadership,Data Analyst		Local (Basic Allotment)	1,000		

7	Percentage of grades 3-5 AA students meeting or exceeding grade level as measured by STAAR reading, math, and writing assessments will increase by at least 3%	We will train teachers on the WDM protocols to ensure implementation of reteach/reassess plans	Instructional Leadership, Data Analyst		Local (Basic Allotment)	1,000		
8	Decrease achievement gap between student groups as measured by state and local assessments by at least 3%				SCE	2,664		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	0	4	
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	19%	10%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Reduce the disproportionate percentage of duplicate referrals for male students by at least 9% as measured by discipline cycle reports by providing social/emotional support for students experiencing trauma.	<ol style="list-style-type: none"> Utilize Restorative Practices and counselor to provide ongoing social and emotional support for target group Provide resources and materials to support social emotional well being of all students Meet with PBIS team each six weeks to monitor data and progress Provide funds for and purchase social/emotional resources and supplies 	Assistant Principal		Title I	750.00		
2	Reduce the disproportionate percentage of duplicate referrals for male students by at least 9% as measured by discipline cycle reports by providing social/emotional support for students experiencing trauma.	<ol style="list-style-type: none"> Utilize Restorative Practices and counselor to provide ongoing social and emotional support for target group Provide resources and materials to support social emotional well being of all students Meet with PBIS team each six weeks to monitor data and progress Provide funds for and purchase social/emotional resources and supplies 	Assistant Principal		Title I	5,000		
3	Campus will increase the number of classes/workshops for families	<ol style="list-style-type: none"> Provide opportunities, incentives and snacks for parent participation. Send reminders to parents in progress reports/report cards go home Advertise on all social media platforms Replace Family Communications Liaison Plan and execute monthly parent engagement event 			Title I	9,790		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

