

047-Handley MS

Reginald Terrell

Deborah Traylor

2018-19 Schoolwide Programs: Campus Improvement Plan

047-Handley MS

Principal: Reginald Terrell

Executive Director: Deborah Traylor

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

Inspiring Generations to be Innovative

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

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

Select the Fort Worth ISD School Board;

Select the Texas Education Code;

Select Title I, Part A; and

Select Priority / Turnaround Plans

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.

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

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	Improvement Required
Domain 2: School Progress	Met Standard
Domain 3: Closing The Gaps	Met Standard

SBDM Members

Name	Role
Reginald Terrell	Campus Non-Tch Prof
Frances Newton	Campus Non-Tch Prof
Shane Woods	Campus Non-Tch Prof
Reina Scruggs	Teacher
Kate Thomas	Teacher
TaVonanda Henderson	Teacher
Fechia Baptiste-Portier	Teacher
Joana Middlebrooks	Teacher
	Select
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Fort Worth ISD Mission

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

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Handley MS - 047

Principal: Mr. Reginald Terrell

Data Sources Used Make a selection for each by choosing from the	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	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Handley MS has a small student population which is also very diverse.	1.	The campus has high Special Education, 504, and At-Risk populations.	1.	Classroom resources to support instruction using the FWISD Learning Model will be needed in addition to assisting teachers with the adjustment to a 45-min
	2.	The faculty population at the campus is equally as diverse as the student population.	2.	The LEP population is continuing to increase every year. Currently, 6 languages other than English are spoken	2.	Increase technology for teacher and student use based on the needs of the department to improve instruction (document cameras, mobile carts, site
	3.		3.	The campus has a 33% mobility rate.	3.	Provide incentives for students to motivate them throughout the year. Incentives will focus on social, emotional, and academic achievements and
Student Achievement	1.	The campus continues to show growth in the Student Progress measure of STAAR	1.	80% of students begin the year below or far below grade level with respect to Lexiles	4.	Improve communication and involvement with parents while educating them on academic content related to their student and to the campus
	2.	Imagine Math and Achieve3000 are used to assist students with filling in content knowledge gaps	2.	Chronic absenteeism continues to slow progress with student achievement.		
	3.	PLCs are implemented weekly to assist teachers with using data to inform instructional practices	3.	Assistance needed with differentiating instructional practices to meet the needs of all students		
School Culture and Climate	1.	Teachers celebrate the academic achievements of students in various ways	1.	Find additional ways to celebrate diverse cultures throughout the year.		
	2.	Most students were enthusiastic about innovative instruction and acknowledgement of their	2.	Respectful relationships need to be developed Student-Student, Student-Teacher, and Teacher-Student.		

	<ol style="list-style-type: none"> Achievements of teachers are highlighted in the weekly News for the Week. 	<ol style="list-style-type: none"> Incorporate more team building and positive check-in activities for teachers.
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Teachers engage in regular PD on and off campus throughout the year. 	<ol style="list-style-type: none"> Teachers continue to request PD for: behavior management, culturally relevant instructional and disciplinary strategies, assisting struggling readers, and meeting the social/emotional needs of students.
	<ol style="list-style-type: none"> Teachers volunteer to present to peers and the campus during Waiver Days and Faculty PLCs to 	<ol style="list-style-type: none"> PD needed to address the unique needs of middle school students and educational best practices.
	<ol style="list-style-type: none"> The campus has Reading and Math Specialists in addition to an Instructional Coach. 	<ol style="list-style-type: none"> Assist teachers with adjusting to larger class sizes due to the reduction in staff and a 45-min class schedule.
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> PLCs provide time for teachers to collaborate with each other and receive feedback regularly about instruction. 	<ol style="list-style-type: none"> Consistent and focused monitoring of instructional practices and data is needed.
	<ol style="list-style-type: none"> Assessments are given to students daily in order to make quick adjustments. 	<ol style="list-style-type: none"> More targeted intervention strategies are needed so teachers are prepared in advance when students struggle.
	<ol style="list-style-type: none"> Specialists meet with teachers daily to model best practices and provide feedback. 	<ol style="list-style-type: none"> Campus-wide implementation of the FWISD Learning Model will occur next year. Continued support will be needed.
Family and Community Involvement	<ol style="list-style-type: none"> Campus has had the same Family and Community Liaison for the past 4 years. A Parent Center with parent resources is located across from the 	<ol style="list-style-type: none"> More PTA and community involvement is needed.
	<ol style="list-style-type: none"> Parent Informational Boot Camps are held in the Fall and Spring. 	<ol style="list-style-type: none"> The campus does not have business partners to consistently sponsor activities.
	<ol style="list-style-type: none"> Parents are recognized for their volunteer hours and engagement with the campus. 	<ol style="list-style-type: none"> Build better relationships with parents so support is sustained throughout the school year.
School Context and Organization	<ol style="list-style-type: none"> The campus has 2 Aps, a Data Analyst, and 3 Instructional Specialists to support the principal. 	<ol style="list-style-type: none"> Review policies and procedures for the upcoming school year and ensure that systems are in place to monitor
	<ol style="list-style-type: none"> SBDM, Rtl, and Leadership Meetings are held monthly to inform faculty. 	<ol style="list-style-type: none"> Ensure that all staff understand the Student Code of Conduct and discipline
	<ol style="list-style-type: none"> Grade levels are separated within the school to limit interactions. 	<ol style="list-style-type: none"> Provide more communication to faculty when the district implements new initiatives to ensure a smooth transition.

	→ 047-Handley MS							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 27,564	\$ 4,365		\$ 167	\$ 177	\$ 3,911	\$ 118,658	154,842

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Reginald Terrell

Leadership Director: Deborah Traylor

Summary by Fund Source

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	11,500	0	0	0	0	0	70,750	\$ 82,250
Campus Needs - Student Achievement	0	0	0	0	0	0	0	\$ -
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	10,000	0	0	0	0	0	0	\$ 10,000
TOTAL	\$ 21,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,750	\$ 92,250
Allocations	27,564	4,365	-	167	177	3,911	118,658	154,842
Percent Budgeted	78%	0%	NA	0%	0%	0%	60%	60%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							6,100
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Reginald Terrell

Student Outcome Goals Action Plan

Leadership Director: Deborah Traylor

Fort Worth ISD Student Outcome Goal Alignment	Goal:	2 Middle Grades 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 2019.
	Progress Measures:	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from 22% to 36% by 2019. 2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from 50% to 60% by 2019. 2.3 Percent of students in grade 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase from 37% to 54% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from	100%	
	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from	59%		EOY
	2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from	18%		EOY
	NA			EOY
	2.3 Percent of students in grade 6-8 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase	60%		EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3, 4, 8, 9		Tutor for Push in/Pull out tutoring to increase STARR aciveent scores across all grade levels	Administration	October	PLC	Title I	\$ 5,000.00	
1,2, 9		Whitlow Math PD	Adminstraion	October	Pull-Out/ Vendor	Title I	\$ 9,500.00	
1,2, 4, 8, 9		Software purchahses	Administration	November	PLC	Title I	\$ 20,000.00	
1, 9		Subs for teacher pull outs	Adminstration	Ongoing	Pull-Out	Title I	\$ 5,000.00	
1		Laptop Cart	Adminsitration	November	Faculty Mgt/PLC	Title I	\$ 20,000.00	
1,2,9		Instructional Resources	Administration	November	Faculty Mgt/PLC	Title I	\$ 10,000.00	
1,3,4,9		Supplies	Admin, Dept Chairs	Ongoing		Local	\$ 10,000.00	
1,2		Incentives for Students	Admin, Dept Chairs, Teachers	January		Local	\$ 1,500.00	
1		Transportation for Tutoring	Administration	Ongoing	After Sch	Title I	\$ 1,250.00	



2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Reginald Terrell

Leadership Director: Deborah Traylor

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 100 to 0 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades 6–8 performing on or above grade level standard on their STAAR math assessment	59.0%			0%	59.0%
	Students in grades 6–8 who meet or exceed progress expectations on STAAR math assessment	18.0%			0%	18.0%
	Students in 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics	60.0%			0%	60.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Assign tutoring groups	1-() Tutor for Push in/Pull out	Tutoring lists	Not Started			
2 Request quotes and	2-() Whitlow Math PD	Manipulative use in	Not Started			
3 Arrange for	4-() Subs for teacher pull outs	Agendas and sign-in sheets	Not Started			
4 Request quotes and process PO	3-() Software purchahses	Teacher use in classrooms with students	On Target			
5 Request quotes and process PO	5-() Laptop Cart	Teacher use in classrooms with students	Not Started			
6 Purchase materials based on campus PD needs	6-() Instructional Resources	Teacher use in classrooms with students	On Target			
7 Purchase materials based on department needs	7-() Supplies	Teacher use in classrooms with students	On Target			
8 Purchase incentives or	8-() Incentives for Students	Reward notifications	Not Started			
9 Schedule bus dates	9-() Transportation for Tutoring	Tutoring lists and bus sign-in sheets	Not Started			
10						
11						
12						
13						
14						
15						

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Reginald Terrell

Campus Needs - Student Achievement Action Plan

Leadership Director: Deborah Traylor

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Goal 1	Student Progress - Percent of students meeting expected or above growth in Math in METS will increase by 5%	65.00%	70.00%				
	Goal 2							
	Goal 3							
Goal 4								

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &
1	1, 2	All Math teachers will use Navigator calculators for remediation and	Math Teachers	Ongoing				
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Reginald Terrell

Leadership Director: Deborah Traylor

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Student Progress - Percent of students meeting expected or above growth in Math in METS will increase by 5%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1						
2						
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Reginald Terrell

Leadership Director: Deborah Traylor

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)		Baseline (BOY)	to Target	by Deadline
	Goal 1	Student Progress - Percent of students with accelerated growth in MEETS Math will increase by 5% from	60%	65%	EOY
	Goal 2				EOY
	Goal 3				EOY
	Goal 4				EOY

Title I Components	PBMAS	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1, 9	CTE	Algebra 1 teachers will use IXL and Navigator calculators for remediation and reteach	Algebra I teachers	Onoing	PLC	Title I	\$4,800	Progress
2									
3	2, 9	CTE	Provide incentives to students who are maintaing perfect attendance each six weeks; Saturday school for attendance recovery	Attendance Committee	Ongoing	Faculty Mgt	Other	\$6,100	Closing Gaps
4									
5									
6									
7									
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9									
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11									
12									
13									
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Reginald Terrell

Leadership Director: Deborah Traylor

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference	
		Student Progress - Percent of students with accelerated growth in MEETS Math will increase by 5% from				65%	
						0%	
						0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
1						
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Reginald Terrell

Leadership Director: Deborah Traylor

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL			Baseline (BOY)	to Target	by Deadline	
	REQUIRED ONE HEALTH RELATED GOAL						
	Goal 1	Parent/family participation in at least 2 campus-based events will increase from			50%	75%	31-May
	Goal 2	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from			75%	100%	31-May
	Goal 3 (Optional)						
Goal 4 (Optional)							

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	1,3	Monthly DADS Fathers Initiative: DADS of Handley	Principal, Parent Liasion.	Ongoing		Local	\$ 5,000.00	FAMILY
2	1, 3	Monthly MOMS Mothers Initiative: MOMS of Handley	Principal, Parent Liasion	Ongoing		Local	\$ 5,000.00	FAMILY
3	3, 4	Fitness Gram participation	PE Teachers	Spring 2019		CTE		HEALTH
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