

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 047 - Handley MS

Principal: Terrell, Reginald

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 2019.

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 2019.

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 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 93.9
Special Education: 12.4
Dual Language/ESL: 6
Gifted and Talented: 4.9

Career and Technology: 57.3
Percentage of at-risk students: 76.1
Percentage of English Language (EL) students: 6.2
Percentage of economically disadvantage students: 86.7

2019-2020 Campus Site-Based Committee

| Name | Role |
|--------------------|---------------------------------------|
| Reginald Terrell | Principal |
| Harvey Neher | Teacher |
| Erin Humbert | Teacher |
| Sharma Ellis | Teacher |
| Kate Thomas | Teacher |
| Joana Middlebrooks | Teacher |
| Simeon Henderson | Business Representative |
| K.N. Singh | Business Representative |
| LeShaunne Coxum | Campus Non-Teacher Professional |
| TJ Sabadono | Business Representative |
| Charles Hodges | Other |
| Terrance Branch | Additional Representative Appointment |
| Denisha Ibiezugbe | Additional Representative Appointment |
| Victoria Jackson | Parent |

Accountability Summary

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

Beginning with 2019-2020, 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 57 | 68 - Met Standard |
| Domain 2: School Progress 66 | |
| Domain 3: Closing The Gaps 71 | |

Campus Distinction Designations

| | |
|--|---|
| Academic Achievement in Mathematics: 0 | Postsecondary Readiness: 0 |
| Academic Achievement in Science: 0 | Top 25 Percent: Comparative Closing the Gaps: 1 |
| Academic Achievement in English Language Arts/Reading: 0 | |
| Top 25 Percent: Comparative Academic Growth: 0 | |

Campus Assurances and Certification for the 2019-2020 School Year

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

- the Fort Worth ISD School Board;
- the Texas Education Code;
- 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 2019-2020

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified areas needing improvement or areas of weakness? | Priorities What are we going to intervene? If addressed, this need will create the most impact. |
|---|---|--|--|
| Demographics | 1. 24% of all Handley students are in a Pre-AP, accelerated, or above grade level class. | 1. There is an 86.7% Economical Disadvantaged population that means these families may not be able to provide the required resources for student success. | 1. Strong School Leadership and Planning |
| | 2. The campus is ethnically diverse: 71% AA, 19.7 % Hisp, 4.9% W, 2% Asian, 2.4% Two or More, allowing for students to experience a variety of cultures. | | 2. Effective Tier 1 Instruction |
| | 3. | 2. 28.6% of students are mobile, this can result in higher than normal gaps in understanding, lower achievement, and less opportunity for growth than a student who remained in 1 location through the year. African Americans make up 22.3% of the mobile population. | 3. Positive School Culture |
| | | | 4. |
| Student Achievement | 1. Professional Learning Communities are held daily allowing for collaborative planning amongst teachers. | 1. No ESL students qualified through TELPAS to exit the program. | |
| | 2. 8th grade Math had an +11% point increase for STAAR approaching designation, +14% point increase in STAAR met designation, +2% point increase in STAAR mastered designation. 8th grade Reading had +10% increase in STAAR met designation. | 2. 7th grade in all contents and designations had a decrease with the exception of 7th grade Master's Reading, which remained the same. Math had a -28% points decrease. | |
| | 3. Biology and Algebra had 100% of students achieve approach designation on STAAR. Algebra also had 100% of students achieve the meet designation of STAAR. | 3. 17% of 6th grade students, 17% 7th grade students, and 20% of 8th grade had a lexile level of "on grade level or above." | |
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| School Culture and Climate | 1. rewards were given to celebrate Student Achievements, grades, attendance at the end of every 6 weeks. | 1. No cultural celebrations occurred on campus to celebrate the diverse population at Handley. | |
| | 2. A behavior specialist is on campus and provided Mindfulness Training, about controlling emotions and breathing exercises, to all students on campus. | 2. Strained teacher and student relationships resulting in escalation of conflicts. | |
| | 3. 6th grade team received Restorative Practice professional development, and shared their experiences with the campus. | 3. Unclear communications about discipline policy, operating procedures, and appoint setting for parent meetings, resulting in confusion and missed opportunities for behavioral and academic resources and improvement. | |
| Staff Quality/ Professional Development | 1. Teacher attendance to Campus Professional Development above 90%. | 1. 40% of teachers need tier 1 intervention and professional development for classroom management. | |
| | 2. PLC provided time for FWISD and vendor trainers to directly give instruction to teachers on a variety of topics such as ESL, Achieve3000, Engage2Learn project based learning. | 2. Large class sizes (28-34) result in minimal opportunity for teachers to build relationships with students while covering the necessary content and spiralled and reteach topics. | |
| | 3. | 3. 63.6% of teachers have 5 years experience or less, 13.9% over 20 years experience | |

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|--|----|---|----|--|
| Curriculum, Instruction, and Assessment | 1. | Structured PLCs allow teacher collaboration and feedback from administration and learning coaches. | 1. | Student populations which require intensive instruction were selected after February, this did not leave enough time to successfully target each population. |
| | 2. | Daily assessments are given by teachers and tracked throughout the week to demonstrate the classes' understanding of the lesson(s). | 2. | Lesson Plans were turned in Thursday before the week of instruction, therefore not all teachers were monitored for standard alignment and best instructional practices. |
| | 3. | Learning coaches worked directly with the tested contents with the greatest needs. | 3. | There were significant gaps between the Standard, Lesson, and assessments, resulting in lower than expected student achievement. |
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| Family and Community Involvement | 1. | Many opportunities for parent involvement including but not limited to: Parent Informational boot camps, DADS/MOMS of Handley Initiative, Meet the Teacher Night, Open House, and celebrations every 6 weeks. | 1. | PTA and parent liaison provided materials for parents, however there were few parents that became involved with activities at Handley. |
| | 2. | A full time Family Community Specialist was hired to help facilitate the relationship between Handley, the families of Handley, and the community. | 2. | No business partnerships were followed through with, while the school still have needs that can be fulfilled by partnerships. |
| | 3. | Parent Portal instructions were given during registration to encourage parent monitoring of their students, as well as a parent portal being available everyday in the Parent Resource Center. | 3. | Education to 6th grade parents and students on the transition from elementary to secondary school academic and social requirements and challenges. |
| | | | | |
| School Context and Organization | 1. | SBDM meeting monthly on the last Monday of each month beginning in September, to gain input from all of the different populations represented at Handley to guide the school's direction. | 1. | Failure to provide timely communications to families, and communities, resulted in lack of participation by families. |
| | 2. | Frequent meetings to allow for Leadership to gain insight into how Handley is progressing: Leadership meeting 1 time per week, Instructional leadership Team 2 times per week, Faculty Meeting 1 time per week. | 2. | Better identification and communication of vested stakeholders and community partners, to allow for more community involvement. |
| | 3. | 2 Assistant Principals, 1 Data Analyst, 2 Instructional Coaches, and 1 Behavioral Specialist are at Handley to assist the student's academic, behavioral, and emotional needs. | 3. | No time was provided across the grade levels for teams to engage in discourse about student's academic achievement, social or emotional needs, and to coordinate parent contact. |
| | | | | |

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 2019-2020 Mission Goals Action Plan

Campus Name: 047 - Handley MS

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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 | 15 | 20 |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|---|--|--------------------------|-----------|-------------------------|--------|-------------|---------------------------------------|
| 1 SPED | Administration and Instructional coaches provide weekly feedback on teacher lesson plans | Lesson Plans uploaded iweekly into Google Docs (Mondays by 12:00 a.m.) Lesson Plans reviewed by Instructional Coaches by Monday evening and feedback provided Campus leadership provides evidence-based feedback to teachers | Instructional Leadership | 8/26/2019 | Local (Basic Allotment) | 9,075 | On Target | |
| 2 SPED | Teachers create daily lesson objectives that drive formative assessments | Teachers create and submit daily lesson plans that include district and campus level (SPED, ELLS, and differentiation) Daily formative assessments and activities are aligned to the standard | Teacher(s) | 8/26/2019 | SCE | 1,446 | On Target | |
| 3 SPED | Teachers will participate in daily professional learning communities | Teachers will lessons, analyze data and student work, and will plan interventions | Instructional Leadership | 8/15/2019 | Gifted & Talented | 50 | On Target | |
| 4 SPED | Instructional Support for Data and Assessment used for campus needs | Data Analyst position approved for Handley Middle School Data Analyst will provide weekly updates to the Instructional Leadership Team on student progress | Principal | 8/12/2019 | Title I | 38,010 | On Target | |
| 5 SPED | Teachers meet monthly to Identify targeted students for RTI (High achieving and other targeted interventions) | Provide monthly Meeting times, and meeting protocols | Assistant Principal | 9/16/2019 | Bilingual | 50 | Not Started | |
| 6 SPED | FWISD/ Handley uses Achieve 3000 as an intervention to increase students Reading fluency and lexile scores | Teachers will implement Achieve 300 to improve students lexile scores by 200 points. | Instructional Leadership | 9/3/2019 | Special Education | 1,587 | Not Started | |
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| 15 | | | | | | | | |

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EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 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 volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from | 10% | 50% | EOY |
| | PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from | 10% | 5% | End of each 6 weeks |
| | Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from | 80% | 100% | EOY |

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| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|--|--|--------------------------|-----------|-------------------------|--------|--------------|---------------------------------------|
| 1 SPED | Family Community Liaison to increase parent involvement at Handley MS | Provide opportunities for parents to volunteer and participate in the school Moms and Dads Handley Monthly Meeting Learning Walks | Principal | 9/16/2019 | Title I | 38,010 | On Target | |
| 2 Title I | Stakeholders engage in creating and refining the campus mission, vision and values | Creation of the campus mission, vision, and values during beginning of the year professional development | Teacher(s) | 10/1/2019 | SCE | 1,446 | Not Started | |
| 3 SPED | Establish PBIS guidelines and Areas of Concern | Campus action plan developed by athletic coaches and PE teachers to ensure that all Handley students are tested in Fitnessgrams by EOY | Instructional Leadership | 5/4/2020 | Local (Basic Allotment) | 9,075 | Not Started | |
| 4 SPED | Climate surveys to measure and assess students, faculty and staff experiences | Create a quarterly calendar for survey distribution Create a quarterly climate survey for stakeholders | Instructional Leadership | 9/9/2019 | Special Education | 1,587 | Not Started | |
| 5 SPED | | | Assistant Principal | 9/9/2019 | Bilingual | 50 | Not Started | |
| 6 SPED | | | Instructional Leadership | 9/9/2019 | Gifted & Talented | 100 | Not Started | |
| 7 | | | | | | | Below Target | |
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