

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 126 - East Handley ES

Principal: Scott, Patricia

Executive Director: Marion Mouton

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: 95.9
Special Education: 12.9
Dual Language/ESL: 36.4
Gifted and Talented: 4.7

Career and Technology: 0
Percentage of at-risk students: 77.7
Percentage of English Language (EL) students: 37.6
Percentage of economically disadvantage students: 88.3

2019-2020 Campus Site-Based Committee

Name	Role
Alleia Hobbs	Principal
Celeste Francis	Teacher
Robin Rivera	Teacher
Judy Bush	Campus Non-Teacher Professional
Porsche' Nickerson	Teacher
Katrina Hillman	Teacher
Billy Mann	District Level Staff
Brenda Guerrero	Parent
Beverly Musgrove	Parent
Shawn Sebesta	Community Representative
Diane Clark	Business Representative
Sheri Coll	Additional Representative Appointment
Judy Bush	District Employee Relations Council Representative
Michael Castellon	Other

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 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 67	81 - Met Standard
Domain 2: School Progress 82	
Domain 3: Closing The Gaps 78	

Campus Distinction Designations

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

- Yes the Fort Worth ISD School Board;
- Yes the Texas Education Code;
- Yes Title I, Part A; and
- No 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. Increased H population/DLE classes; Increase in SEPD population	1. Supplemental resources and materials to address special populations and subgroups	1. Decrease achievement gap between subgroups and special populations
	2. Decreased suspensions; implementation of Restorative Practices; campus-wide recognition	2. Social/emotional support services through outside providers	2. Decrease equity gap between Spanish resources and English resources
	3.	3.	3. Provide social/emotional support for students experiencing trauma
Student Achievement	1. Distinctions in reading and science	1. Strategies, professional development, and push-in/pullout support for reading, writing, and math	4. Increase staff retention and improve school culture and climate.
	2. 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.	2. Incentives and rewards for students and parents	
	3.	3.	
Staff Quality/ Professional Development	1. Teaching Trust leadership training	1. Mentor/mentee; PLC planning time	
	2.	2. In-district and out-of-district professional development	
	3.	3. Campus-wide TT implementation	
Curriculum, Instruction, and Assessment	1. IPCs and TT components for monitoring instruction implemented for impact grade level	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 new assessment and data monitoring tools	
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 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 126 - East Handley ES

Principal: Scott, Patricia

Executive Director: Marion Mouton

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	68.33	31.67	11.67	43%	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by STAAR reading test will increase by at least 2%.	<ol style="list-style-type: none"> 1. Provide funding for professional development in components of instructional alignment 2. Coach and develop teachers and staff by providing and tracking individual observation and feedback coaching 3. Provide clear expectations for performance and conduct rigorous walkthroughs/evaluations of all staff using multiple data sources 4. Align professional development plan to needs observed in classroom walkthroughs and evaluations. 	Instructional Leadership	6/5/2020	Title I	30,000		
2 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%.	<ol style="list-style-type: none"> 1. Hire data analyst 2. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 3. Monitor district reading assessments (A3000/MAP) to ensure students reach expectations 4. Implement system of bi-weekly data/PLC meetings for grades 3-5 5. Implement system of weekly PLCs for grades K-2 6. Provide funding for PLC planning and tutorials for struggling students 	Teacher(s)	5/28/2020	Title I	15,000		
3 LEP	Decrease reading level achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Hire data analyst to analyze and track data by subgroup 2. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression for each subgroup 3. Monitor district reading assessments (A3000/MAP) to ensure students reach expectations 4. Implement system of bi-weekly data/PLC meetings for grades 3-5 5. Implement system of weekly PLCs for grades K-2 6. Provide extra duty pay for PLCs and planning 	Instructional Leadership	5/28/2020	Bilingual	564		

4		Decrease reading level achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Hire data analyst to analyze and track data by subgroup 2. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression for each subgroup 3. Monitor district reading assessments (A3000/MAP) to ensure students reach expectations 4. Implement system of bi-weekly data/PLC meetings for grades 3-5 5. Implement system of weekly PLCs for grades K-2 6. Provide extra duty pay for PLCs and planning 	Teacher(s)	5/28/2020	Gifted & Talented	123		
5	SPED	Decrease reading level achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Hire data analyst to analyze and track data by subgroup 2. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression for each subgroup 3. Monitor district reading assessments (A3000/MAP) to ensure students reach expectations 4. Implement system of bi-weekly data/PLC meetings for grades 3-5 5. Implement system of weekly PLCs for grades K-2 6. Provide extra duty pay for PLCs and planning 	Teacher(s)	5/28/2020	Special Education	2,560		
6		Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by STAAR reading test will increase by at least 2%.	<ol style="list-style-type: none"> 1. Provide professional development in each component of IPCs. 2. Implement system of IPC development and support to include calendar of PD, IPC due dates, feedback and revision dates, and coaching 4. Purchase supplemental and intervention instructional materials. 5. Purchase professional development materials and supplies. 6. Provide tutorial support for struggling students 	Instructional Leadership	5/28/2020	SCE	1,788		
7		Percentage of grade 3 students meeting or exceeding grade level reading standards as measured by STAAR reading test will increase by at least 2%.	<ol style="list-style-type: none"> 1. Provide funding for professional development in components of instructional alignment 2. Coach and develop teachers and staff by providing and tracking individual observation and feedback coaching 3. Provide clear expectations for performance and conduct rigorous walkthroughs/evaluations of all staff using multiple data sources 4. Align professional development plan to needs observed in classroom walkthroughs and evaluations. 	Instructional Leadership	5/28/2020	Local (Basic Allotment)	5,100		

8		Percentage of grades K-2 students reading on or above grade level as measured by district reading assessments will increase by at least 3%.	<ol style="list-style-type: none"> 1. Hire data analyst 2. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 3. Monitor district reading assessments (A3000/MAP) to ensure students reach expectations 4. Implement system of bi-weekly data/PLC meetings for grades 3-5 5. Implement system of weekly PLCs for grades K-2 6. Provide funding for PLC planning and tutorials for struggling students 	Instructional Leadership	5/28/2020	Local (Basic Allotment)	6,000		
9	Title I	Decrease reading level achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Hire data analyst to analyze and track data by subgroup 2. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression for each subgroup 3. Monitor district reading assessments (A3000/MAP) to ensure students reach expectations 4. Implement system of bi-weekly data/PLC meetings for grades 3-5 5. Implement system of weekly PLCs for grades K-2 6. Provide extra duty pay for PLCs and planning 	Instructional Leadership	5/28/2020	Title I	7,000		
10									
11									
12									
13									
14									
15									

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: 126 - East Handley ES

Principal: Scott, Patricia

Executive Director: Marion Mouton

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	Attachment (implementation artifacts)
1 Title I	Percentage of grades 3-5 students meeting or exceeding grade level math standards as measured by STAAR reading test will increase by at least 2%.	<ol style="list-style-type: none"> 1. Provide professional development in each component of IPCs. 2. Implement system of IPC development and support to include calendar of P, IPC due dates, feedback and revision dates, and coaching 4. Purchase supplemental and intervention instructional materials/technology. 5. Purchase professional development materials and supplies. 6. Provide tutorial support for struggling students 7. Hire Data Analyst 	Instructional Leadership	5/28/2020	Title I	30,000		
2 Title I	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%.	<ol style="list-style-type: none"> 1. Provide professional development in culturally responsive teaching strategies 2. Monitor and track use of culturally responsive teaching practices/strategies 4. Purchase supplemental and intervention instructional materials/technology. 5. Purchase professional development materials and supplies. 6. Provide tutorial support for struggling students 	Instructional Leadership	5/15/2020	Title I	15,000		
3 SPED	Decrease achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 2. Monitor district reading assessments (A3000/MAP) to ensure students in each sub group reach expectations 3. Implement system of bi-weekly data/PLC meetings for grades 3-5 4. Implement system of weekly PLCs for grades K-2 5. Provide funding for PLC planning and tutorials for struggling students 	Teacher(s)	5/28/2020	Special Education	2,000		

4	Decrease achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 2. Monitor district reading assessments (A3000/MAP) to ensure students in each sub group reach expectations 3. Implement system of bi-weekly data/PLC meetings for grades 3-5 4. Implement system of weekly PLCs for grades K-2 5. Provide funding for PLC planning and tutorials for struggling students 	Instructional Leadership	5/28/2020	Gifted & Talented	100		
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%.	<ol style="list-style-type: none"> 1. Provide professional development in each component of IPCs. 2. Implement system of IPC development and support to include calendar of P, IPC due dates, feedback and revision dates, and coaching 4. Purchase supplemental and intervention instructional materials/technology. 5. Purchase professional development materials and supplies. 6. Provide tutorial support for struggling students 	Teacher(s)	5/28/2020	SCE	1,500		
6	Decrease achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 2. Monitor district reading assessments (A3000/MAP) to ensure students in each sub group reach expectations 3. Implement system of bi-weekly data/PLC meetings for grades 3-5 4. Implement system of weekly PLCs for grades K-2 5. Provide funding for PLC planning and tutorials for struggling students 	Teacher(s)	5/28/2020	Bilingual	300		
7	Title I Decrease achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 2. Monitor district reading assessments (A3000/MAP) to ensure students in each sub group reach expectations 3. Implement system of bi-weekly data/PLC meetings for grades 3-5 4. Implement system of weekly PLCs for grades K-2 5. Provide funding for PLC planning and tutorials for struggling students 	Instructional Leadership	5/28/2020	Title I	7,000		
8	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%.	<ol style="list-style-type: none"> 1. Provide professional development in each component of IPCs. 2. Implement system of IPC development and support to include calendar of P, IPC due dates, feedback and revision dates, and coaching 4. Purchase supplemental and intervention instructional materials/technology. 5. Purchase professional development materials and supplies. 6. Provide tutorial support for struggling students 	Teacher(s)	5/28/2020	Local (Basic Allotment)	3,000		

9	Decrease achievement gap between subgroups as measured by state and local assessments by at least 3%.	<ol style="list-style-type: none"> 1. Develop data tracking systems for students and teachers to monitor guided reading levels, fluency, and Lexile points progression. 2. Monitor district reading assessments (A3000/MAP) to ensure students in each subgroup reach expectations 3. Implement system of bi-weekly data/PLC meetings for grades 3-5 4. Implement system of weekly PLCs for grades K-2 5. Provide funding for PLC planning and tutorials for struggling students 	Instructional Leadership	5/28/2020	Local (Basic Allotment)	2,926		
10								
11								
12								
13								
14								
15								

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 2019-2020 Learning Environment Goals Action Plan

Campus Name: 126 - East Handley ES

Principal: Scott, Patricia

Executive Director: Marion Mouton

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	42	52	EOY
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	34%	25%	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	90%	100%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase the number of parents using Parent Portal by 10.	<ol style="list-style-type: none"> 1. Provide opportunities and incentives for parents to sign up 2. Send reminders to parents in progress reports/report cards go home 3. Advertise on all social media platforms 4. Replace Family Communications Liaison 5. Plan and execute monthly parent engagement events 	Instructional Leadership	5/28/2020	Title I	2,000		
2 Title I	Reduce the disproportionate percentage of duplicate referrals for AA males 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"> 1. Utilize Restorative Practices and counselor to provide ongoing social and emotional support for target group 2. Provide resources and materials to support social emotional well being of all students 3. Meet with PBIS team each six weeks to monitor data and progress 4. Provide funds for and purchase social/emotional resources and supplies 	Assistant Principal	5/28/2020	Title I	2,000		
3	Increase the number of Fitness Gram report cards distributed to parents from 95% to 100%.	<ol style="list-style-type: none"> 1. Include the names and distribution dates of the Fitness Gram report cards distributed on a tracking system 2. Meet with SWAT team to ensure goal progress 	Teacher(s)	5/28/2020				
4 Title I	Reduce the disproportionate percentage of duplicate referrals for AA males 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"> 1. Utilize Restorative Practices and counselor to provide ongoing social and emotional support for target group 2. Provide resources and materials to support social emotional well being of all students 3. Meet with PBIS team each six weeks to monitor data and progress 4. Provide funds for and purchase social/emotional resources and supplies 	Instructional Leadership	5/28/2020	Local (Basic Allotment)	1,000		

5	Increase the number of parents using Parent Portal by 10.	<ol style="list-style-type: none"> 1. Provide opportunities and incentives for parents to sign up 2. Send reminders to parents in progress reports/report cards go home 3. Advertise on all social media platforms 4. Replace Family Communications Liaison 5. Plan and execute monthly parent engagement events 	Instructional Leadership	5/28/2020	Local (Basic Allotment)	5,000		
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

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:

