

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Terrell, Reginald

**Campus Name:** 047 - Handley MS

**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: 63.64  
Special Education: 12.8  
Dual Language/ESL: 5.5  
Gifted and Talented: 5.8

Career and Technology: 65.9  
Percentage of at-risk students: 66.4  
Percentage of English Language (EL) students: 5.8  
Percentage of economically disadvantage students: 87.6

## 2020-2021 Campus Site-Based Committee

Name	Role
Reginald Terrell	Principal
Niesha McGhee	Other
LeShaunne Coxum	Other
Vanessa Mendiola	Other
Ronette Kerr	Other
Shaquila Perkins	Other
Charles Hodges	District Level Staff
Dr. Carlos Walker	District Level Staff
Damon Robinson	Teacher
Sharma Ellis	Teacher
Harvey Neher	Teacher
Homer Bell	Teacher
Taj Coleman	Teacher
Ivan Growe	Teacher

## Accountability Summary

Visit [Txschools.org](http://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 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: <b>Student Achievement</b> 58	59 - F
Domain 2: <b>School Progress</b> 63	
Domain 3: <b>Closing The Gaps</b> 59	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 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
- 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 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.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>1. Handley MS serves 420 students</li> <li>2. The campus is ethnically diverse: 71% AA, 19.7 % Hisp, 4.9% W, 2% Asian, 2.4% Two or More</li> <li>3. Advance courses available in Math and Science: Alg.1, Geom., Bio and PAP Courses in 6th and 7th</li> </ol>	<ol style="list-style-type: none"> <li>1. Econ Dis 86.7%, At-Risk 76.1%</li> <li>2. ELL Students Support: 6.2%, SPED: 12.4%</li> <li>3. Mobility 28.6%, (AA 22.3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilizing data to implement Tier 2 and Tier 3 Instruction to improve Student Achievement</li> <li>2. Increase professional learning for teachers to implement technology and effective instructional practices</li> <li>3. Increase professional learning for all stakeholders, on Social Emotional and Trauma Informed behaviors.</li> <li>4. Handley repurposing-students and parents transitioning programs</li> <li>5. Administration consistently monitoring and providing timely feedback to teachers.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1. Advanced Math and Science course offerings: Alg. 1, Geom, Bio</li> <li>2. PAP 6th and 7th: Math and Science</li> <li>3. Increased on Math Benchmarks results 6-8</li> </ol>	<ol style="list-style-type: none"> <li>1. PLC Best Practice Training for Teachers</li> <li>2. PD for teachers for implementation of Online Learning and Engagement</li> <li>3. Increase academic achievement</li> </ol>	
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1. Celebrate Students Achievements, grades, attendance</li> <li>2. Implemenation of Student Council</li> <li>3. Established daily routines to facilitate learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Celebrate all cultures throughout year</li> <li>2. Build relationships with students and adults</li> <li>3. Social Emotional and Trauma Informed training for all stakeholders.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>1. Teachers engage in regular PD</li> <li>2. Admin providing coaching and feedback to teachers</li> <li>3. Teacher Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. PD for online classroom management</li> <li>2. Admin providing consistent coaching and feedback to teachers</li> <li>3. PD for technology and online instruction</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>1. PLCs allow teacher collaboration</li> <li>2. Students are assessed daily</li> <li>3. Instructional Coaches effectively model best practices</li> </ol>	<ol style="list-style-type: none"> <li>1. All classes implement Google Classroom</li> <li>2. Utilizing data to implement Tier 2 and Tier 3 Instruction</li> <li>3. Monitoring of Instructional Practices</li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>1. Parent and student grade level meeting</li> <li>2. DADS/MOMS of Handley Initiative</li> <li>3. Stakeholders surveys provided parents and students (semester)</li> </ol>	<ol style="list-style-type: none"> <li>1. Handley repurposing-student and parent transitioning programs</li> <li>2. Increase Parental and Community Involvement</li> <li>3. Educating parents and students on the transition from elementary to secondary</li> </ol>	
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>1. SBDM meet monthly</li> <li>2. Leadership meetings held weekly</li> <li>3. 1 AP, Data Analyst, 3 Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Review policies and procedures</li> <li>2. Better communication to stakeholders</li> <li>3. Intentionality in fostering and maintaining partnerships regarding student support programs</li> </ol>	

# Academic Excellence Goals

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

Campus Name: 047 - Handley MS

Principal: Terrell, Reginald

Executive Director: Deborah Traylor

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--	45% Meets	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	119.68	41.96	13.64	50% Meets	

### 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	Domain 1: There is a need to ensure we focus on increasing our composite score to a 38. In doing so we will need to ensure that we focus on students reaching Meets, for both Reading and Math. The minimum target we must meet 50% for Reading and 50% Math for Meets overall.	Create a weekly observation and feedback schedule to audit lesson plans and classroom observations using protocols and rubrics and will be shared among the Instructional Leadership Team.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/9/2020	Title I	8,798	Below Target	Expected result is that we increase to 70 in Domain 1 by focusing on meeting minimum targets for Meets in both Reading and Math.
2 Title I	Domain 1: There is a need to ensure we focus on increasing our composite score to a 38. In doing so we will need to ensure that we focus on students reaching Meets, for both Reading and Math. The minimum target we must meet 50% for Reading and 50% Math for Meets overall.	Continue leading PLCs to develop effective lessons to address student gaps using See it, Name it, Do it.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	SCE	3,968	Below Target	Expected result is that we increase to 70 in Domain 1 by focusing on meeting minimum targets for Meets in both Reading and Math.
3 LEP	Domain 3: 6B There is a need to focus on Domain 3 in the areas of Academic Achievement Status for both Math and Reading for all subgroups. Hispanics, on Reading were at 31% and for Math were at 26%. Hispanics, on Reading were at 31% and for Math were at 26%. Economically Disadvantaged for Reading were at 28% and for Math we were at 22%. No subgroup for Math met the Growth Status for Domain 3. For Student Success we will focus on Hispanic and Economically Disadvantaged. Hispanic in Student Success Status at 34% more than 7% below the target and for Economically Disadvantaged we came in at 30% more than 8% below target. English Language Proficiency Status we were at only 5% progress rate, more than 30% below target. We also plan to purchase supplies and materials such as technology, books, incentives, and snacks.	Continue leading the Leadership Team in providing daily feedback and coaching to teachers.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	10/9/2020	Title I	27000.00	Below Target	Expected outcome is to increase for Domain 2B to a 70 overall through meeting the minimum target for growth in both Reading and Math.

4	LEP	Focus on ELL, English Language Proficiency which will include embedded skills practice with listening, writing, speaking, and reading to show growth with Telpas at the advanced high to reach TEA target of 36.	Create a weekly observation and feedback schedule to audit lesson plans and classroom observations using protocols and rubrics and will be shared among the Instructional Leadership Team.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	10/9/2020	Title I	62589.00	Completed	Tiered small group instruction with the goal to move our ELL students to high or advanced high on Telpas.
5	SPED	Provide supplies needed in order to assist students with their academic necessities.	Supplies needed in order to assist students with their academic necessities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	9/27/2020	Title I	1,275	On Target	
6	Title I	Provide food and materials needed for student and parent programs.	Food and materials needed for Student and parent programs		10/30/2020	Title I	1275.00	Below Target	To provide food and materials needed for student and parent programs.
7	LEP	Focus on ELL, English Language Proficiency which will include embedded skills practice with listening, writing, speaking, and reading to show growth with Telpas at the advanced high to reach TEA target of 36.	Using weekly audit lesson plan feedback and classroom observation feedback, the Instructional Leadership Team will provide intensive support.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	10/30/2020	Bilingual	83	Below Target	

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

Campus Name: 047 - Handley MS

Principal: Terrell, Reginald

Executive Director: Deborah Traylor

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	56	65	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	Data driven instruction system in place to track student weekly growth	Implement Paul Bambrick-Santoyo, Data Driven Instruction protocols during PLC's and in classroom instruction . Principal	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	10/30/0020	Local (Basic Allotment)	11,039	On Target	Implement data driven tracking tools and goals that students can participate in tracking their own data. Ensure that Teachers have a data driven tracking tool protocol and there is alignment across our entire campus.
2 SPED	Tier 1 instruction is in place with the appropriate high level of rigor to help support balanced literacy.	Teachers observation feedback, and Face-to-Face Coaching Conversations documented in STRIVE	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	10/30/2020	Special Education	5,286	Below Target	To support gifted and talented students ensuring that there is growth at the Meets and Masters level Domain 2A, Domain 3 regarding Math and Reading.
3 Title I	Providing high quality instruction for Talented and Gifted students.	Provide best practices and strategies around serving our Talent and Gifted Students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	10/30/2020	Gifted & Talented	284	Below Target	To support gifted and talented students ensuring that there is growth at the Meets and Masters level Domain 2A, Domain 3 regarding Math and Reading.

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

Campus Name: 047 - Handley MS

Principal: Terrell, Reginald

Executive Director: Deborah Traylor

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	210 families	400	5/27/2021

### 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	The number of parents using parent Parent Portal will increase the percentage as measured by the school profile by 20%.	Provide training opportunities for parents to utilize Parent Portal to increase the knowledge of students academic progress, and attendance.	Principal,Assistant Principal,Student Support Services,External Stakeholder,Other	5/27/2021	Title I	42,628	Below Target	Increase the number of parents using parent Parent Portal by 20%.

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:



