

# **Fort Worth Independent School District**

## **126 East Handley Elementary School**

### **2023-2024 Improvement Plan**



# Mission Statement

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# Comprehensive Needs Assessment

## Demographics

East Handley is a small pre-k thru 5<sup>th</sup> grade campus (336 students) . We are a multi-cultural, neighborhood, Title I/low-income, community-supported school. We have dual language and slightly above average regular program class sizes. The majority of our students are transported to and from school by a parent. Our atakeholders are made up of parents, staff, students, volunteers and community partners.

We have 52 total staff assigned to our campus.

We currently have 336 students. The disaggregated student groups are as follows:

- Hispanic: 64% (216/336)
- African American: 30% (100/336)
- Non-Hispanic White: 2% (7/336)
- Asian: 2% (8/336)
- Two or more: 1% (5/336)
- Native American: 0/336
- Economic Disadvantage: 94% (316/336)
- At-Risk: 83% (267/336)
- Bilingual: 43% (146/336)
- ESL: 2% (6/336)
- SPED:

- 1 Librarian
- 1 School Nurse
- 3 Custodial Staff Positions
- 5 Nutritional Service Staff
- 1 Cafeteria Monitor
- 1 Administrative Assistants
- 1 Data Clerk
- 1 Family Engagement Specialist

### 2022-2023 Staff Demographics

	<b>Instructional (Teachers &amp; Teacher Assistants)</b>	<b>Non-Instructional (Hourly)</b>	<b>Non-Instructional (Professional)</b>	<b>Campus Administrators</b>
Hispanic	1 (TA) (3%); 9 (Teachers) (29%)	11	0	0
African American	4 (TA's) (13%); 5 (Teachers) (16%)	1	3	2
White	1 TA (3%); 10 Teachers % (32%)	0	3	0
Total	31	12	6	2

The East Handley school community is proud of our inclusive and diverse student and staff demographic make-up. Currently 64% of East Handley student

respectively.

East Handley enrollment surpassed the projected enrollment of 294 students. Our ending enrollment for the 2022-2023 year is 336. We decreased the number of beginning-of-the-year withdrawals from 51 to 44. Our enrollment has shown a two year increasing trend. Our attendance for the 2022-2023 school year is the highest it has been since the drop in enrollment in the 2020-2021 school year. The three-year downward enrollment (2018-2021) trend has been stopped and is slowly increasing in overall enrollment.

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# **Student Learning**

## **2022-2023 MAP Growth Campus Data:**

### **Math**

Fall (BOY)

Spring (EOY)

**Grade Mean RIT % Grade Mean RIT % (Percentage +/-)**

<b>Kinder</b>	<b>134.2</b>	<b>41%</b>	<b>Kinder</b>	<b>153.9</b>	<b>56%</b>	<b>+15%</b>
1st	149.0	15%	1st	158.9	3%	-12%
2nd	159.1	3%	2nd	173.6	5%	+2%
3rd	179.6	21%	3rd	187.8	10%	-11%
4th	191.9	30%	4th	193.9	6%	-24%
5th	203.2	47%	5th	206.3	25%	-22%

End-of-Year Summary: Kindergarten made the greatest gains from BOY to EOY. Fourth grade showed the most regression. There were double digit loses in four out of six grades. All grade levels increased their EOY mean Reading RIT by at least 3 points.

**MAP Fluency**

Percentage of students at the Meets or above level for the 2023 Spring EOY Assessment

Foundational Skills

<b>Grade</b>	<b>Phonological</b>	
	<b>Awareness</b>	



<b>Grade</b>	<b>Phonological Awareness</b>		<b>Phonics/ Word Recog.</b>		<b>Listening Comp.</b>	
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**East Handley's 2023 February Reading Benchmark and March Math Data:**

**Summary Statement**

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## School Processes & Programs

Below are the current data for East Handley student programs:

Gifted and Talented: 11%

ESL Program: 2%

DLE Program: 44.5%

Pre-K Program: 14%

SPED Program: 12%

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The 2022-2023 East Handley After School Program adds extra- curriculum activities to the students' school day. There has been steady enrollment and various

improved school experience for students. Campus administrators have worked with teachers to focus each professional goal and professional development plans.

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# Perceptions

## Student Climate

### East Handley Yearly Rhithm App Data

The Rhithm App is accessible to students and staff. Students are able to assess and track their levels of energy and through this app. There are five energy levels students and staff may select.

-Trinity United Methodist Church

-East Pointe Church of Christ

-Radius Areospace

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Parent Engagement has increased during the 2022-2023 school year. East Handley families attended various events such as Attendance classes, data nights,

# Priority Problem Statements

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# District Goals

**District Goal 1:** 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.

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 62% to 70% by May 2024.

\*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish at 95% by May 2024.

\*Increase the percentage of African American students who score On Track on Circle Phonological Awareness from 45% to 64% by May 2024.

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**Strategy 1:** Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all PK students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Creative Curriculum and CLI activities.

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**District Goal 1:** 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.

**School Performance Objective 2:**

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**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
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**District Goal 1:** 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.

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth

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**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 87% to 91% by May 2024. Increase the percentage of African American students from 72% to 85% by May 2024.

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**Strategy 1:** Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all PK students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Creative Curriculum and CLI activities.

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**School Performance Objective 1 Problem Statements:**

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**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 68% to 79% by May 2023. Increase the percentage of African American students from 57% to 79% by May 2023.





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**Strategy 1:** Improve the alignment and effectiveness of quality tier 1 and tier 2 instruction for all students by ensuring daily rigorous instruction, explicit monitoring and effective utilization of the Eureka curriculum.

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**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
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**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 54% to 61% by May 2024.

Increase the percentage of African American students who Meet or Exceed projected growth from 44% to 64% by May 2024.

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**Strategy 1:** Provide professional learning and support to help build teacher capacity in providing content-based language instruction to all underperforming students.

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O c v j" F g r c t v o g p v	
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R t q h g u u k q p c n" N g c t p k p i " O c v g t k c n u" / " V k v n g" K" * 4 3 3 + / " 4 3 3 / 3 5 / 8 5 4 ; / 2 6 G / 3 4 8 / 5 2 / 7 3 2 / 2 2 2 2 2 2 / 4 6 H 3 2" / "	
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**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 40% by May 2023.

Increase the percentage of African American students from 14% to 18% by May 2023.

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**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

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Nkvtce{"Vgcejgtu

Ec orwu"Kpuvtwekqpcn"Ngc fgtujkr"Vgc o

Cwiwuv"4245/Oc{"4246

Jw ocpkkgu"Frctv o gpv

Kp/Rgtuqp

Qpnkpg

Vwvqtkpi"/"UEG"\*3; ;"RKE"46+"/"3; ;/35/8339/223/348/46/535/222222/"/"&6.; : 3."Dknkpi wcn

Uwr rng o gpcn"Ocvgtkcnu"/"DGC"\*3; ;"RKE"47+"/"3; ;/33/854;/223/348/47/535/222222"/"

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 13% to 27% by May 2023.

Increase the percentage of African American students from 5% to 27% by May 2023.

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**Strategy 1:**



**School Processes & Programs**

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**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 101 to 70 by May 2024.  
Decrease the number of discipline referrals by school personnel for African American students from 69 to 36 by May 2024.

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**Strategy 1:** Convene Student Support Team and review ADQ Cycle Report Data and Focus Discipline Data to determine students most impacted and in need of additional behavioral supports.

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Ngxgt" 5<" Rqukvxg" Uejqqn" Ewnvwtg

Rgtegrvkkpu 4

<p>D { "Ugrvg o dgt" 3. "gpuwtg" vjcv" Uv wfgpv" Uwr rqt v" Vgc o" jcu" vjg" ecrcekv { "vq" ceeguu. "cpcn {  g" cpf" tgrqpf" vq" CFS E { eng" Tgrqtv" Fcvc. "Hqewu" Fkuekrnkpg" fcvc. "cpf" Dtcpej kpi" Okpfu" Kpvgtxgpvkqpu" vq" uwr rqt v" uv wfgpvu) dgjcxkqtcn" pggfu0 Vgcejgtu" cpf" Uv wfgpvu Uv wfgpv" Uwr rqt v" Vgc o Ugrvg o dgt" 4245/ Oc { "4246 Fkxkukqp" qh" Gswkv { "cpf" Gzegngpeg Tguvqtcvkxg" Rtcevkeg" Urgeknkuv Kp/ Rgtuqp Qpnkpg Rtqhguukqpcn" Ngctkpi" Ocvgtkcnu" /" Vkvng" K" *433+ /" 433/35/854 ; /26/</p>	
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## Perceptions

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**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

<b>Perceptions</b>
<



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o knkgu



# Site-Based Decision Making Committee

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# Campus Funding Summary

3	5	3	5	Vkvnq"3"Vwvqt	Vwvqtu"ykvj"fgitgg"qt egtvkhkgf	433/33/8339/26G/348/52/732/222222/46H32	&32.:72022
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4	5	3	3	Rtqhuukqpcn"Ngctplpi"Ocvgtkenu	Tgcfkpi"ocvgtkenu"hqt rtqhuukqpcn fgxgnqro gpv	433/35/854;/26G/348/52/732/222222/46H32	&972022
4	5	3	4	Vkvnq"3"Vgcejgt"Cuukucpv	Eqorwvgt"Ncd"Cuukucpv	433/33/834;/26W/348/52/732/222222/46H32	&52.357022
4	5	3	5	Vgcejgt"Cuukucpv"Rtqhuukqpcn" Fgxgnqro gpv	Gzvtc"fwv{"rc{"hqt"RF chvgt"jqwtu	433/33/8338/2RF/348/52/732/222222/46H32	&3.2:2075
4	5	3	5	Vgcejgt"Rtqhuukqpcn" Fgxgnqro gpv	Eqpvtcevgf"rtqhuukqpcn fgxgnqro gpv	433/35/84; ;/26G/348/52/732/222222/46H32	&3.222022
5	4	3	3	Kpvtwekqpcn"Uwr r ng o gpvca" Ocvgtkenu	Uwr rnkgu"cpf"ocvgtkenu hqt"kpvtwekqpcn"wug	433/33/85; ;/26G/348/52/732/222222/46H32	&8.222022
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6	5	3	3	Rtqhuukqpcn"Ngctplpi"Ocvgtkenu	Tgcfkpi"ocvgtkenu"hqt rtqhuukqpcn fgxgnqro gpv	433/35/854;/26G/348/52/732/222222/46H32	&722022
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