

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 105 - West Handley ES

Principal: Moynihan, Julie

Executive Director: Priscila Dilley

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: 94.6

Special Education: 5.3

Dual Language/ESL: 47.6

Gifted and Talented: 5.5

Career and Technology: 0

Percentage of at-risk students: 82.9

Percentage of English Language (EL) students: 48.4

Percentage of economically disadvantage students: 91.6

2019-2020 Campus Site-Based Committee

Name	Role
Julie Moynihan	Principal
Luis Gonzalez-Nunez	Teacher
Lupita Villa lobos	Teacher
Brenda Ayala	Teacher
Sarah Williams	Teacher
Christina Nandayapa	Campus Non-Teacher Professional
David Guerra	District Level Staff
Mike Moynihan	Community Representative
Gilbert Barrera	Business Representative
Marilyn Griffin	Business Representative
Chris Santana	Parent
Amberly Williams	Parent
Arely Dominguez	Parent
Patsy Gardner	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for West 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 51	77 - Met Standard
Domain 2: School Progress 79	
Domain 3: Closing The Gaps 71	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 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

Yes 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. We are a highly diverse campus with 59% Hispanic, 23% AA, 3% White, 1% Asian, 14% Two or More	1. Attendance rate remains low at 94.5%	1. Provide training and resources to ensure proper application of the five Transformation Zone Levers (Coaching and Feedback, Data-Driven Instruction, Curriculum and Instruction, Professional Learning Community and School Culture). 2. Improve reading, writing, and math proficiencies in all grade levels. 3. Provide resources to support the social emotional needs for students and staff. 4. Increase parent awareness to support students academic and social emotional needs.
	2.	2. Mobility rate increased to 32.3%	
	3.	3. High tardy and high early dismissals affecting academics	
Student Achievement	1. Increase in 3rd grade math by 30% at approaches, 11% at meets and 2% at masters; 5th math we gained 16% in approaches, 9% in meets, and 7% in masters;	1. Students in grades 3-5 need to develop metacognitive skills and abilities to analyze text.	5.
	2. Overall we gained 14% in approaches, 7% in meets, 2% in masters in reading. In 3rd grade increased 23% in approaches for English Reading and 34% in approaches and 13% in meets. In 4th grade increased 11% in approaches for Spanish Reading approaches and 18% at meets, and 11% at masters.	2. Authentic student writing is inconsistently taught and developed across content and grades levels as evidenced by campus walk-throughs and 4th grade STAAR writing at 33% Approaches, 15% at Meets and 4% at Masters.	
	3. The number of students on grade level in K-2 has increased by 30%.	3. Authentic science instruction is inconsistently taught and developed across all grades levels as evidenced by campus walk-throughs and 5th grade STAAR Science at 42% Approaches, 6% at Meets and 0% at Masters.	
School Culture and Climate	1. Extracurricular activities showcasing student success have positively increased student efficacy.	1. Limited parent involvement in social emotional awareness and skill building.	
	2. Circles, restorative practices, and tribal House system implemented builds relationships schoolwide. Six week celebrations recognize behavior, attendance and academic successes.	2. Lack of Tribe team building opportunities across grades levels and staff. Limited connection across grade levels.	
	3. Campus culture routines have created a welcoming atmosphere for students and parents.	3. Students continue to need social emotional support due to high levels of trauma and basic needs not being met.	
Staff Quality/ Professional Development	1. Neuhaus and Estrellita/Esperanza implementation.	1. Quality literacy PD across grade levels and need for additional Neuhaus training in grades 1-5.	
	2. Partnership with Teaching Trust and professional development on instructional alignment, instructional planning calendars	2. Have not focused on math or science PD. Teachers not comfortable with hand on science activities.	
	3.	3. Need training for all staff on how to reduce, prevent, and deescalate situations when power struggles arise.	

Curriculum, Instruction, and Assessment	1.	Biweekly quick checks and data meetings in grades 3-5 allow for faster turn around in analyzing mastery of TEKS. Biweekly data meetings in grades PK-2 allow for analysis of student present levels of performance.	1.	Lack of resources and activities in the curriculum framework from district. Misaligned and inconsistent in pacing.
	2.	All In Learning system streamlines collection of assessment and daily student performance data.	2.	Limited access of assessments equivalent to STAAR
	3.	Neuhaus and Estrellita/Esperanza implementation.	3.	Teachers are not equipped to support students in grades 3-5 who have fundamental reading gaps or are multiple years behind in reading.
Family and Community Involvement	1.	Added more Read2Win mentors.	1.	Parents resistant to participate in Parent University and Parenting Center classes.
	2.	All Pro Dads has increased parent involvement.	2.	Breakdown of parent involvement from 2nd to 3rd. Gradually reduces from lower to upper grades.
	3.	Student lead conferences increased parent involvement in student academics.	3.	Parents unaware how to support the social emotional and academic needs of students.
School Context and Organization	1.	Data meetings expanded from 3-5 to PK-5.	1.	Inconsistent productivity during PLC time.
	2.	Adjusted PLC planning to teacher's needs and allow for before or after school planning.	2.	Limited opportunities for vertical alignment discussions.
	3.	Computer lab allows for enrichment and intentional work with programs that support literacy and math.	3.	Create a school literacy vision statement.

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

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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.	63.93	27.87	14.75		
	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	Strategy #1 (TZ Lever 3 and 4): Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback:	<p>PD Prior to the opening of school to establish planning and PLCs routines utilizing the Planning Map</p> <p>TEKS are clustered appropriately by six weeks, Lead4Ward, and to STAAR</p> <p>All teachers are following an aligned 6 weeks IPC</p> <p>IPCs created collaboratively and planned after school</p> <p>Professional development in district and out of district for teachers.</p>	Principal		Title I	6,000	Incomplete	
2 Title I	Strategy #4 (TZ Lever 5) : Need for leadership development programs to build the capacity of campus leadership teams	<p>Action: Professional development prior to the opening of school to establish and communicate clear roles and responsibilities from the campus administration to the team</p> <p>Action: PD focuses on building the capacity of the principal, assistant principals, teacher leaders, and instructional coaches through data-driven instruction and coaching and feedback training</p>	Principal	6/1/2020	Title I		Not Started	
3 Title I	Strategy #5 (TZ Lever 3 and 4): Integration of high quality, consistent lesson plan expectations with accountability measures for staff (e.g. data tracking, reteach tracking, growth targets). Additionally, communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff.	<p>Action: Establish professional learning community norms, lesson plan review, including formative assessments, model lessons, teachers practice implementation and embedded data monitoring practices for daily PLCs</p> <p>Action: Provide communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff.</p>	Principal	6/1/2020	Title I	5,000	Not Started	
4 Title I	Use computer lab for create computer lab schedule for PK-2 lessons on Lexia.	<p>Purchase Lexia to support identification of reading gaps and provide intervention in SGGR.</p> <p>Hire computer lab assistant.</p>	Principal	6/1/2020	Title I	34,800	Not Started	
5 Title I	Use LLI/SIL reading intervention systems to improve reading proficiencies in Tier 2 students.	Hire tutors for reading intervention.	Principal		Title I	8,000	Not Started	
6 Title I	Utilize outdoor learning center to provide hands on science instruction	Purchase supplies and learning materials for outdoor learning center.	Principal	6/1/2020	Local (Basic Allotment)	3,200	Not Started	

7	Title I	Utilize teachers to support targeted reading growth.	After-school and Saturday school tutoring and enrichment sessions	Principal	6/1/2020	Title I	5,000	Not Started	
8	Title I	Supplies to support literacy and math proficiency for at risk students	Purchase supplies, supplemental materials, software, online subscriptions, and other items necessary to support student growth.	Principal	6/1/2020	SCE	4,560	Not Started	
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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

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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 Reading will increase from	25	50	EOY
	Percent of students at grade level or above in math will increase	26	50	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	Strategy #7 (TZ Lever 3 and 4): Integration of conceptual math curriculum with a coaching and feedback cycle	Action: Summer math summit of 3 teachers and administrators, summer training to create IPCs and select high leverage TEKS, and classroom observations following professional development to ensure integration of standards and alignment and formative assessment and feedback (best practices) each six weeks. Action: Teachers will plan with Carnegie Learning to align instructional activities and assessments to state standards.	Principal		Other		Not Started	
2 Title I	Strategy #8 (TZ Lever 3 and 4) : Integration of comprehensive literacy curriculum and a coaching and feedback cycle	Action: Summer training to create IPCs and select high leverage TEKS, Action: Classroom observations following professional development to ensure integration of best practices. Action: Integrating literacy stations to enhance small group instruction and implementation of a scripted, secondary curriculum Action: Upgrade books in library Action: Provide professional development to support literacy initiative Action: Purchase supplies and reading materials to support initiative	Principal	6/1/2020	Title I	14,350	Not Started	
3 Title I	Strategy #10 (TZ Lever 2): Integration of a cohesive and consistent Data-Driven Instruction model to improve the leadership capacity of all team members	Action: All team members will receive training and implement the DDI Calendar Map Action: All team members will receive training and implement the Data Analysis Meeting on a weekly basis Action: All team members will receive training and implement an aligned Week-by-Week reteach calendar and six-week IPC Action: Purchase All In Learning subscription Action: Purchase Reading A-Z	Principal	6/1/2020	Title I	10,000	Not Started	
4 LEP	Strategy #11: Increase the percentage of students who are increasing one proficiency level on TELPAS from 43% to 75%.		Principal	6/1/2020	Bilingual	1,321	Not Started	
5 Title I	Use Title 1 TAs to support academic and social emotional growth of students by pushing and/or pulling out in small groups.	Hire two Title 1 TAs	Principal	6/1/2020	Title I	23,800	Not Started	

6	Title I	Utilize teachers to support targeted reading and math growth.	Pay staff for after-school and/or Saturday school tutoring or enrichment. Provide snacks and incentives to students for after-school and/or Saturday school tutoring or enrichment.	Principal	6/1/2020	Title I	6,000	Not Started	
7	Title I	Update librarian in most recent strategies and initiatives to improve reading on campus	Professional development for librarian	Principal	6/1/2020	Title I	750	Not Started	
8	Title I	Supplies to support literacy and math proficiency	Purchase supplies, consumables, supplemental software and paper	Principal	6/1/2020	Local (Basic Allotment)	13,000	Not Started	
9	Title I	Professional development to support leadership development of administrative team	PD for principal and AP	Principal	6/1/2020	Title I	3,000	Not Started	
10	Title I	Strategy #9 (TZ Lever 1): Integration of a cohesive and consistent coaching and feedback model to improve the leadership capacity of all team members	Action: Establishment of and ILT Action: Summer and ongoing training regarding the Feedback Loop, Six Steps for Effective Feedback, and Coaching Waterfall Action: Integration of an Action Step Tracker to track each teacher's action step and to align ILT meetings and support	Principal	6/1/2020	Other		Not Started	
11	Title I	Provide project based learning opportunities for GT students.	Purchase supplies and display boards for project based learning.	Principal	6/1/2020	Gifted & Talented	230	Not Started	
12	SPED	Ensure students in SpEd meet or exceed expected growth in literacy, reading, math and science.	Purchase supplies and resources to support growth.	Principal	6/1/2020	Special Education	2,992	Not Started	
13	Title I	Up to date information on best practices for counselors.	Professional development for counselor	Other	1/17/2020	Title I	500	Not Started	
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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:

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:

