

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Moynihan, Julie

Campus Name: 105 - West Handley ES
Fort Worth ISD Mission Statement

Executive Director: Deborah Traylor

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: 40	Career and Technology: 0
Special Education: 8.5	Percentage of at-risk students: 75.2
Dual Language/ESL: 49.1	Percentage of English Language (EL) students: 50.3
Gifted and Talented: 6.3	Percentage of economically disadvantage students: 97.2

2020-2021 Campus Site-Based Committee

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

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 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: Student Achievement 55 Domain 2: School Progress 74 Domain 3: Closing The Gaps 73	74 - C

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.
Demographics	1. We are a highly diverse campus with 68% Hispanic, 25% AA, 5% White, 1% Asian	1. Mobility rate high at 32.3%	1. Improve reading proficiency across grade levels.
	2. Attendance has improved by 1%	2. High tardy and high early dismissals affecting academics	2. Improve data processes and teacher collaboration campuswide.
	3. Discipline referrals have decreased by 83%.	3.	3. Improve quality tier 1 instruction and demonstrate alignment throughout the campus in all content areas.
	4. We are a highly diverse campus with 68% Hispanic, 25% AA, 5% White, 1% Asian	4. Mobility rate high at 32.3%	4. Provide resources to support the social emotional needs for students.
	5. Attendance has improved by 1%	5. High tardy and high early dismissals affecting academics	5.
	6. Discipline referrals have decreased by 83%.	6. Student engagement in online learning low.	6. Increase parent awareness to support students academic and social emotional needs.
Student Achievement	1. Overall gained 5% in approaches, 3% in meets, 4% in masters in reading. Overall we gained 5% in meets, 5% in masters in math. Writing improved 16% in approaches and 12% at meets.	1. Students in grades 3-5 need to develop metacognitive skills and abilities to analyze text.	7. Increase parent awareness to support students academic and social emotional needs.
	2. Number of students on grade level in K-5 in reading continue to improve due to LLI/SIL/Neuhaus and other other interventions.	2. Authentic student writing is inconsistently taught and developed across content and grade levels.	8.
	3. Improved identification of students with dyslexia allows student accomodations and better access to curriculum.	3. Authentic science instruction is inconsistently taught and developed across all grade levels.	9.
	4. Overall gained 5% in approaches, 3% in meets, 4% in masters in reading. Overall we gained 5% in meets, 5% in masters in math. Writing improved 16% in approaches and 12% at meets.	4. Students in grades 3-5 need to develop metacognitive skills and abilities to analyze text.	10. 5. Increase parent awareness to support students academic and social emotional needs.
	5. Number of students on grade level in K-2 in reading continues to improve.	5. Authentic student writing is inconsistently taught and developed across content and grades levels.	
	6. Improved identification of students with dyslexia allows students accomodations and better access to curriculum.	6. Authentic science instruction is inconsistently taught and developed across all grades levels.	

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, house system, academic pep rallies, tribe circles and campus pow wows have helped to build relationships schoolwide. Six week celebrations recognize behavior, attendance and academic successes.	2.	Social media awareness and proper use of technology at home and school needed.
3.	Campus culture routines have created a welcoming atmosphere for students and parents and resulted in decrease in number of students with discipline referrals by 50%.	3.	Students continue to need social emotional support due to high levels of trauma and basic needs not being met.
4.	Extracurricular activities showcasing student success have positively increased student efficacy.	4.	Limited parent involvement in social emotional awareness and skill building.
5.	Circles, restorative practices, house system, academic pep rallies, tribe circles and campus pow wows have helped to build relationships schoolwide. Six week celebrations recognize behavior, attendance and academic successes.	5.	Social media awareness and proper use of technology use and home and school needed.
6.	Campus culture routines have created a welcoming atmosphere for students and parents and resulted in decrease in number of student with discipline referrals by 50%.	6.	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.	Continued literacy PD and coaching across grade levels including Neuhaus and Scholastic training needed in grades K-5.
2.	Professional development on instructional alignment, instructional planning calendars	2.	Have not focused on math or science PD for all grade levels. Teachers not comfortable with hands on science activities.
3.	Neuhaus, Carnegie math and Scholastic Reading training has helped to refine practice and improve teaching quality.	3.	Continuous training needed for all staff on how to reduce, prevent, and deescalate situations when power struggles arise.
4.	Neuhaus and Estrellita/Esperanza implementation.	4.	Continued literacy PD and coaching across grade levels including Neuhaus and Scholastic training needed in grades K-5.
5.	Professional development on instructional alignment, instructional planning calendars	5.	Have not focused on math or science PD. Teachers not comfortable with hand on science activities.
6.	Carnegie math and Scholastic Reading training has helped to refine practice and improve teaching quality.	6.	Continuous training needed 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. Unclear roll out of Pearson at the district level.
	2.	Improved systems to collect assessment and reading data on students. Systems include All In Learning, Map Fluency, Lexia help to target gaps.	2.	Teachers are not equipped to support students in grades 3-5 who have fundamental reading gaps or are multiple years behind in reading.
	3.	Neuhaus/Esperanza and Scholastic implementation.	3.	
	4.	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.	4.	Lack of resources and activities in the curriculum framework from district. Misaligned and inconsistent in pacing.
	5.	Improved systems to collect assessment and reading data on students. Systems include All In Learning, Map Fluency, Lexia help to target gaps.	5.	Teachers are not equipped to support students in grades 3-5 who have fundamental reading gaps or are multiple years behind in reading.
	6.	Neuhaus/Esperanza and Scholastic implementation.	6.	Teachers not equipped to provide engaging lessons online.
Family and Community Involvement	1.	Read2Win mentors add value and build relationship for fundamental reading.	1.	Need for bilingual mentors and student support.
	2.	Student lead conferences increase parent involvement in student academics.	2.	Breakdown of parent involvement from 2nd to 3rd. Gradually reduces from lower to upper grades.
	3.	Family nights with Clayton Yes increase parent involvement.	3.	Not all parents aware how to support the social emotional and academic needs of students.
	4.	Read2Win mentors add value and build relationship for fundamental reading.	4.	Need for bilingual mentors and student support.
	5.	Student lead conferences increased parent involvement in student academics.	5.	Breakdown of parent involvement from 2nd to 3rd. Gradually reduces from lower to upper grades.
	6.	Family night with Clayton Yes increase parent involvement.	6.	Parents unaware how to support the social emotional and academic needs of students.
School Context and Organization	1.	Dismissal procedure refined to improve safety and efficiency of dismissal.	1.	Inconsistent productivity during PLC time.
	2.	RTI/MTSS system streamlined providing more timely interventions for students.	2.	Limited opportunities for vertical alignment discussions.
	3.	Computer lab allows for enrichment and intentional work with programs that support literacy and math.	3.	
	4.	Dismissal procedure refined to improve safety and efficiency of dismissal.	4.	Inconsistent productivity during PLC time.
	5.	RTI/MTSS system streamlined providing more timely interventions for students.	5.	Limited opportunities for vertical alignment discussions.
	6.	Computer lab allows for enrichment and intentional work with programs that support literacy and math.	6.	Limited technology to support online learning.

Academic Excellence Goals

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

Campus Name: 105 - West Handley ES

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -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.	--	39.00	--		
	Literacy - Percent of students in Grade 3-5 performing on or above grade level, as measured by STAAR at the meets and masters level will increase from 24% to 43% by 2021.	60	24	10	43	EOY
	Math- Percent of students in Grade 3-5 performing on or above grade level, as measured by STAAR at the meets and masters level will increase from 24% to 43% by 2021.	56	26	11	45	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	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase supplies, supplemental materials, software, online subscriptions and other items to necessary to support student growth in literacy, math, science and social studies	Principal,Assistant Principal,Teacher(s)	6/18/2021	Title I	35,000	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
2 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Quality professional development in all grade levels PK-5. Including but not limited to Neuhaus, Esperanza, additional math, literacy and science.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Title I	5,500	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
3 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Extra duty pay for teachers and teaching assistants to participate in tutoring, Saturday School, PD, and after-school planning.	Principal,Assistant Principal,Teacher(s)	6/18/2021	Title I	2,000	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
4 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Subs for professional development.	Principal,Assistant Principal,Teacher(s)	6/18/2021	Title I	1,000	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources

5	Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Reading materials for PD	Principal,Assistant Principal	9/18/2020	Title I	1,100	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
6	Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Library materials to support and supplement student learning and effective instruction.	Principal,Assistant Principal	6/18/2021	Title I	4,000	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
7	Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase technology for virtual classrooms, access to district and external software programs and assessment	Principal,Assistant Principal	6/18/2021	Title I	31,845	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
8	Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Computer lab TA to assist with implementation of virtual classrooms, access to district and external software programs and assessment	Principal	6/18/2021	Title I	26,000	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources
9	Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Tutors to support intervention and provide additional support to students.	Principal	6/18/2021	Title I	9,724	Incomplete	Increased proficiency across content and grade levels and access to adequate supplies, technology and resources

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: 105 - West Handley ES

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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	30	55	EOY
	Percent of students in 3rd grade that on grade level in reading as measured by MAP Fluency will increase from 36% to 80%.	36	85	EOY
	Percentage of students at grade level or above in reading will increase from 35% to 65%	35	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	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase supplies, supplemental materials, software, online subscriptions and other items to necessary to support student growth in literacy, math, science and social studies	Principal	6/18/2021	Local (Basic Allotment)	16,593	Incomplete	
2 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase reading materials, supplies, supplemental materials, software, online subscriptions and other items to necessary to support student growth in literacy, math, science and social studies	Principal	6/18/2021	Bilingual	1,328	Incomplete	
3 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase supplies, reading materials, supplemental materials, software, online subscriptions and other items to necessary to support student growth in literacy, math, science and social studies	Principal	6/18/2021	SCE	4,200	Incomplete	
4 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase supplies, supplemental materials, software, online subscriptions and other items to necessary to support student growth in literacy, math, science and social studies	Principal	6/18/2021	Gifted & Talented	274	Incomplete	
5 Title I	Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase supplies, supplemental materials, software, online subscriptions and other items to necessary to support student growth in literacy, math, science and social studies	Principal	6/18/2021	Special Education	3,638	Incomplete	

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: 105 - West Handley ES

Principal: Moynihan, Julie

Executive Director: Deborah Traylor

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	0	5	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	13	5	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	POSITIVE SCHOOL CULTURE Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.	Title 1 TAs to support social emotional health of students	Principal	6/18/2021	Title I	37,878	Incomplete	
2 Title I	POSITIVE SCHOOL CULTURE Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.	Supplies and incentives to increase student and parent involvement	Principal		Title I	1,000	Incomplete	
3 Title I	POSITIVE SCHOOL CULTURE Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.	Parent liaison	Principal	6/18/2021	Title I	9,000	Incomplete	

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:

