

West Orange Cove Independent School District
West Orange Stark Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of West Orange-Stark Elementary is to provide all students an equal and safe opportunity to learn, grow and succeed, as well as encourage them to work together and empower each other, to be productive members of a culturally diverse society.

Vision

West Orange-Stark Elementary is committed to meeting the diverse needs of each child by engaging all students in rigorous academic activities, which promote higher level thinking, and to encourage and grow each student in their continued academic achievements.

School Motto

Working

On

Success

Everyday!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Orange-Stark Elementary School is located in West Orange Cove-CISD. WOSE received a TEA Met Standard rating. We are a Title I campus with 85.3% Economically Disadvantaged students, 10.4% English Language Learners, 20.1% mobility rate, and 8.5% Special Education students. Our campus currently has about 1,040 students in kindergarten through 5th grades.

Student Achievement

Student Achievement Summary

West Orange-Stark Elementary School received a TEA 2018 Met Standard Rating. Our campus met the target in the areas of "School Progress" for academic growth and "Closing the Gaps". In addition, the 2018 Accountability Ratings Overall Summary document revealed the following:

- Student Achievement - Scale Score of 53
- STAAR Performance - Scale Score of 53
- School Progress - Scale Score of 67
- Overall Scale Score of 66

The following subgroups were determined as areas of need to close achievement gaps:

- Economically Disadvantaged Students
- Two or More Races
- EL (Current and Monitored)
- Special Education

2018 STAAR Results:

Grade	Subject	2017	2018	Difference
3	Reading	51	55	↑4
3	Math	54	51	-3
4	Reading	40	43	↑3
4	Math	48	61	↑13
4	Writing	33	37	↑4
5	Reading	66	51	-15
5	Math	61	62	↑1
5	Science	44	38	-6

Student Achievement Strengths

According to the 2018 Closing the Gaps Status Table, our campus met the **Growth Status** targets in the following areas:

- White (ELA/Reading)
- EL (ELA/Reading and Math)
- Special Education (ELA/Reading and Math)
- African American (Math)
- Hispanic (Math)
- Economic Disadvantaged (Math)

School Culture and Climate

School Culture and Climate Summary

West Orange-Stark Elementary School supports our district's 2018 Mustang theme of *Doing What Matters*. Likewise, we support our district's initiative of growing all students at least one academic year during a given school year. We realize that our school's culture and climate must include a joint effort where *all means all* in order to increase student achievement. We welcome parent and community involvement as we increase school pride and respect amongst staff, students, and parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

West Orange-Stark Elementary School is a K-5 campus. We have certified teachers on each grade level that bring a variety of experiences. Moreover, our teachers are supported and provided with professional development to enhance student achievement. Teachers engage in Professional Learning Communities (PLCs) and district professional development to gather innovative skills for achieving and exceeding learning goals. The sessions range from Balanced Literacy, Differentiated Instructional Strategies, Response to Intervention (RTI) discussions, Eduphoria, TEKS Resource System, and T-TESS trainings.

The following areas were identified as areas of need within WOSE staff quality, recruitment, and retention:

- Certified teachers within their content area of expertise
- Increased number of EL certified teachers
- Actively recruit teachers from diverse backgrounds
- Support administrators in their development as instructional leaders

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

West Orange-Stark Elementary School's main goal is to support and improve student achievement. Our teachers are provided with training to utilize the TEKS Resource System to access objectives. Our teachers utilize the TEKS Resource System Instructional Focus Documents (IFD) and the Year at a Glance (YAG) documents to plan instructional lessons. Through horizontal and vertical planning, we are dedicated to improving our reading, mathematics, writing, and science instruction by at least 10% in all areas. We will use previous STAAR data and Istation data to support daily interventions. The campus interventionists will assist in ensuring our Response to Intervention is implemented with fidelity. In addition, we will provide daily GT Enrichment sessions during intervention time to our students identified as Gifted and Talented. We will continue to implement differentiation strategies and best practices with Relay instructional coaching techniques presented by members of our Relay Coaching team. Unit assessments will be closely monitored by the academic coaches and dean to ensure TEKS alignment of the instructional objectives within the time frame. WOSE will follow the assessment calendar presented by the district's curriculum directors to ensure accurate data is entered in a timely matter in order to effectively drive our instruction. These techniques will benefit all students by addressing their individual learning styles.

Parent and Community Engagement

Parent and Community Engagement Summary

West Orange-Stark Elementary School is committed to involving all stakeholders in the learning process. We will encourage our parents to attend special events on campus through web updates, phone calls, and letters home. Our goal is to plan events throughout the school year to involve all community members in the learning process. These programs include: a beginning of the year staff community bus visit to neighborhoods where the students reside, Parent Teacher Association (PTA), Family Literacy Night, Book Fair, STAARY Night, STAAR Parent Night, Father/Daughter Dance, and music programs.

The following areas were identified as areas of need within WOSE family and community involvement:

- Increase family and community involvement in all activities
- Involve family and community members in school decisions
- Increase contact with families
- Provide community reach-out opportunities, including our campus community liaison

School Context and Organization

School Context and Organization Summary

West Orange-Stark Elementary believes in promoting a positive image within our school and community. We will celebrate our successes by sharing with all stakeholders via our students, staff, and the media. Furthermore, we will provide a safe and secure learning environment. Visitors are required to utilize the main entrance where our receptionist will screen or enter their information via the Raptor system for proper identification. Various safety drills have been scheduled throughout the school year by our assistant principals to provide practice for critical circumstances or severe weather threats.

Technology

Technology Summary

West Orange-Stark Elementary School is improving the use of technology. Our campus contains six computer labs that are accessible to all students each day. Students utilize the labs during computer lab and campus intervention time to access Istation Math and Istation Reading. In addition, interactive whiteboards have increased, and all ELAR and mathematics classrooms have received at least four chrome books to aide them in managing groups for guided reading and guided math instruction.

The following areas were identified as areas of need within WOSE technology systems:

- Distribute more working classroom desktop computers for student and teacher use
- Follow district's plan for software updates and maintaining technology equipment
- Increase technology expertise amongst staff members through trainings with our district's instructional technologist
- Utilizing Eduphoria to input technology requests for technology work orders in a timely fashion

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data




Goals










Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 1: By June 2019, WOSE students will show at least 10% growth in 3rd, 4th, and 5th grade Reading.

Evaluation Data Source(s) 1: Improved performance on STAAR Reading assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Utilize ISIP testing to place students in appropriate tier levels during interventions</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Interventionist: A. Jefferson	-Progress monitoring -Student growth -Knowledge of students				
Funding Sources: 211 - SI: School Improvement Grant - 11500.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Use Istation lessons to target specific areas during interventions</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson	-Student growth in overall reading abilities				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Assistant Principals Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson	-Utilizing programs with fidelity -Monitoring of student growth -Providing feedback				




<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Update data room after each unit assessment to improve instructional practices</p>	2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson	-Progress monitoring -Student growth -Knowledge of students				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson	-Data-driven decisions -Decreased learning gaps -Student growth				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Share differentiation strategies during our PLCs</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas	-Increased student growth and achievement -Close achievement gaps				
<p>Critical Success Factors CSF 1</p> <p>7) Implement the Response to Intervention (RtI) process with fidelity</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith RtI Campus Level Committee RtI Grade Level Committee	-Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Utilize Star Reading assessment to identify students' ZPD and IRL in order to select books within their reading level.</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas	Increase independent reading Increase comprehension				
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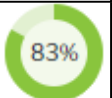
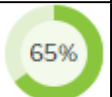


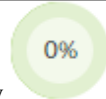

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 2: By June 2019, WOSE students will show at least 10% growth in 3rd, 4th, and 5th grade Mathematics.

Evaluation Data Source(s) 2: Improved performance on STAAR Mathematics assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Utilize ISIP testing to place students in appropriate tier levels during interventions	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Interventionist: A. Jefferson	-Progress monitoring -Student growth -Knowledge of students				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Use Istation lessons to target specific areas during interventions	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard Interventionist: A. Jefferson	-Student growth in overall mathematics abilities				
Funding Sources: 211 - ESEA Title I, Part A - 11500.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Update our data room after each unit assessment to improve instructional practices	2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard	-Progress monitoring -Student growth -Knowledge of students				




<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Assistant Principals Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard Interventionist: A. Jefferson	-Utilizing programs with fidelity -Monitoring of student growth -Providing feedback				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard Interventionist: A. Jefferson	-Data-driven decisions -Decreased learning gaps -Student growth				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Share differentiation strategies during our PLCs</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: Y. Pollard	-Increased student growth and achievement -Close achievement gaps				
<p>Critical Success Factors CSF 1</p> <p>7) Implement the Response to Intervention (RtI) process with fidelity</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith RtI Campus Level Committee RtI Grade Level Committee	-Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings				
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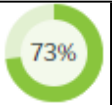




Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 3: By May 2019, WOSE students will show at least 10% growth in 4th grade Writing.

Evaluation Data Source(s) 3: Improved performance on STAAR Writing assessment

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize Eduphoria Aware reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged and Two or More Races)</p>	2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Literacy Coach: A. Domas Interventionist: A. Jefferson CLT Members	-Data-driven instruction -Knowledge of students				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Revisit "A Framework for Understanding Poverty" by Dr. Ruby Payne to pinpoint strategies to support the following subgroups: Economically Disadvantaged, African American, and White</p>		Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Literacy Coach: A. Domas	-Knowledge of students -Student growth and achievement				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Develop campus-wide writing strategies</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Literacy Coach: A. Domas	-Student growth and achievement -Increased content knowledge and expertise -Writing activities vertically aligned				
Funding Sources: 255 - ESEA Title II, Part A Teacher & Principal Tr - 250.00							




<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Utilize journals and writing portfolios through a Balanced Literacy approach</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Literacy Coach: A. Domas</p>	<p>-Progress monitoring -Writing activities in journals and portfolios aligned to TEKS -Writing will be supported through increased reading skills</p>				
<p>Funding Sources: 255 - ESEA Title II, Part A Teacher & Principal Tr - 250.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 4: By June 2019, WOSE students will show at least 10% growth in 5th grade Science.

Evaluation Data Source(s) 4: Improved performance on STAAR Science assessment

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Literacy Coach: A. Domas Numeracy Coach: Y. Pollard	-Reflected in student journals -Improvement on checkpoints and cycle assessments				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Increase teacher content knowledge and expertise through meaningful professional development opportunities, such as CAST, Mini-CAST, and Jason Project</p>	2.5	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Numeracy Coach: Y. Pollard	-Student achievement will increase on all assessments -Improved teacher quality				
Funding Sources: 199 - General Fund - 3500.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Implement use of hands-on and virtual labs available via the world wide web 1-2 times weekly</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard	-Student growth and achievement -Lab opportunities increased				



Goal 2: WOSE will upgrade technology throughout the campus.

Performance Objective 1: Utilize technology roll-out plan to purchase chrome books and interactive projectors.

Evaluation Data Source(s) 1: Increased chrome book and interactive projector usage

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 1) Incorporate chrome books and interactive projectors into lessons through differentiated instruction, including guided reading groups and guided math groups	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Numeracy Coach: Y. Pollard District technology staff	-Increased technology for student use -Lessons integrated with technology				
Critical Success Factors CSF 1 CSF 4 2) Incorporate chrome books into lessons to encourage Project-Based Learning to reach our high achieving students	2.5	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Numeracy Coach: Y. Pollard	-Increased technology for student use -Lessons integrated with technology				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

Goal 2: WOSE will upgrade technology throughout the campus.

Performance Objective 2: Involve teachers in campus and district technology training offered by the instructional technologist

Evaluation Data Source(s) 2: Increase technology expertise among staff members

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Invite district technology staff to train teachers in ways to integrate technology into lessons</p>	2.4, 2.5, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson District technology staff including Instructional Technologist, J. Tippet	-Increased technology integration				
<p>2) Provide Skyward training as an initial training for new staff members and refresher for returning staff</p>	2.4, 2.6	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson District technology staff including Instructional Technologist, J. Tippet	-Increased knowledge of students, grading policy, and attendance				
Funding Sources: 199 - General Fund - 2700.00							
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Goal 3: WOSE will provide opportunities to increase family involvement.

Performance Objective 1: Increase school and community involvement

Evaluation Data Source(s) 1:

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Increase parental involvement	3.2	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Assistant Principals Counselors	-PTA membership				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Increase parent/teacher communication and involvement by offering opportunities, such as: Meet the Teacher, Family Literacy Night, Book Fair, STAARY Night, and music programs.	3.2	Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Assistant Principals Counselors	-Sign in sheets, parent logs, informational call-outs -Parent/teacher communication increased Parental involvement				
Funding Sources: 211 - ESEA Title I, Part A - 3617.49							
= Accomplished = Continue/Modify = No Progress = Discontinue							





Goal 4: WOSE will maintain a quality staff.

Performance Objective 1: 100% of teaching staff will be certified.

Evaluation Data Source(s) 1: Certification checks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) All available administrators will assist in selecting new hires.</p>	2.4, 2.6	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals	-Hiring of quality, certified staff members				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) All teaching staff will be trained in best practices for teaching utilizing Relay Coaching/GSE, Edivate/PD360, and other professional development opportunities at our ESC.</p>	2.5	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Literacy Coach: A. Domas Numeracy Coach: Y. Pollard Assistant Principals	-T-TESS academic and professional goals are accomplished				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide new teachers with mentors</p>	2.5	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals	-Teacher retention				





<p>Critical Success Factors CSF 3 CSF 7</p> <p>4) The dean of instruction, academic coaches, and Relay coaching team will provide teachers assistance with instructional strategies, meaningful feedback, lesson plan strategies, and data analysis</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Literacy Coach: A. Domas Numeracy Coach: Y. Pollard Assistant Principals</p>	<p>-Teacher retention -Teacher support</p>	<p>100%</p>			
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							






Goal 5: WOSE will promote a positive image.

Performance Objective 1: Provide a safe and secure learning environment

Evaluation Data Source(s) 1: Positive image through multiple resources

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) WOSE will maintain an up-to-date website describing upcoming events and important dates.</p>	3.2	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Secretary: C Goodman Webmaster	-Photos, calendar, and announcements will reflect current activities and events				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Involve all stakeholders in the campus decision-making process.</p>		Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals	-Increased attendance at school events				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Implement CHAMPS with fidelity</p>	2.5	Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals	-Quiet and orderly hallways -Improved behavior -Decreased office referrals -Increased student engagement -Safe, orderly cafeteria				
<p>Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>4) Build a bridge between the community and school through the community liaison's home visits and consistent communication</p>		Principal: Dr. Troy Bethley Associate Principal: B. Smith Community Liaison: D. Garrett Assistant Principals	-Increased attendance -Decrease in discipline behaviors -Positive communication with school and community -Parent contact logs				

<p>Critical Success Factors CSF 5</p> <p>5) Communicate successes by sending home newsletters and uploading photos to the district's Facebook page</p>		<p>Principal: Dr. Troy Bethley Associate Principal: B. Smith Secretary: C. Goodman Webmaster</p>	<p>-Positive communication with school and community</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize ISIP testing to place students in appropriate tier levels during interventions
1	1	2	Use Istation lessons to target specific areas during interventions
1	1	3	Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students
1	1	5	Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.
1	1	6	Share differentiation strategies during our PLCs
1	2	1	Utilize ISIP testing to place students in appropriate tier levels during interventions
1	2	2	Use Istation lessons to target specific areas during interventions
1	2	4	Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students
1	2	5	Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.
1	2	6	Share differentiation strategies during our PLCs
1	3	1	Utilize Eduphoria Aware reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged and Two or More Races)
1	3	2	Revisit "A Framework for Understanding Poverty" by Dr. Ruby Payne to pinpoint strategies to support the following subgroups: Economically Disadvantaged, African American, and White
1	3	3	Develop campus-wide writing strategies
1	3	4	Utilize journals and writing portfolios through a Balanced Literacy approach
1	4	1	Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum
2	1	1	Incorporate chrome books and interactive projectors into lessons through differentiated instruction, including guided reading groups and guided math groups
5	1	4	Build a bridge between the community and school through the community liaison's home visits and consistent communication

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annely Domas	Literacy Coach	WOSE	1.0
April Rose	Aide	WOSE	1.0
Athena Jefferson	Interventionist	WOSE	1.0
Chrichtina Anderson	Instructional Dean	WOSE	1.0
Cynthia Weeks	4th grade ELAR	WOSE	1.0
Depauldrick Garrett	Liaison	WOSE	1.0
Joseph Gallow	Aide	WOSE	1.0
Karen Ford	3rd grade ELAR	WOSE	1.0
Yunekia Pollard	Numeracy Coach	WOSE	1.0

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Non-classroom Professional	Annely Domas	Literacy Coach
Administrator	Benny Smith	Associate Principal
Administrator	Christina Anderson	Dean of Instruction
Administrator	Karl Whitley	Assistant Principal
Administrator	Troy Bethley	Principal
Classroom Teacher	Lou Ann Benson	Teacher
Classroom Teacher	Stacie Dryden	Teacher
Classroom Teacher	Sandi Meche	Teacher
Classroom Teacher	Yolanda Clark	Teacher
Non-classroom Professional	Yunekia Pollard	Numeracy Coach

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$3,500.00
2	2	2			\$2,700.00
Sub-Total					\$6,200.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$11,500.00
3	1	2			\$3,617.49
Sub-Total					\$15,117.49
211 - SI: School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$11,500.00
Sub-Total					\$11,500.00
255 - ESEA Title II, Part A Teacher & Principal Tr					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$250.00
1	3	4			\$250.00
Sub-Total					\$500.00
Grand Total					\$33,317.49

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

WEST ORANGE-STARK EL (181906102) - WEST ORANGE-COVE CISD

Accountability Rating

Improvement Required

Met Standards on

- Student Progress
- Postsecondary Readiness

Did Not Meet Standards on

- Student Achievement
- Closing Performance Gaps

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

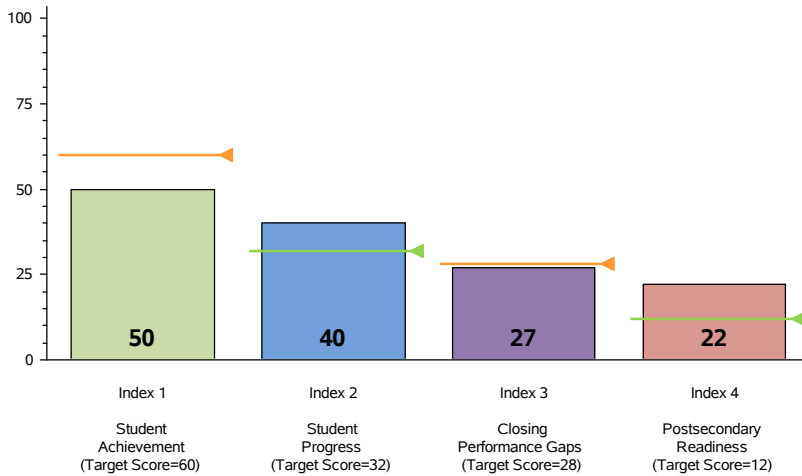
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,076 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	74.4
Percent English Language Learners	9.2
Mobility Rate	22.1
Percent Served by Special Education	8.9
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	654	1,321	50
2 - Student Progress	565	1,400	40
3 - Closing Performance Gaps	659	2,400	27
4 - Postsecondary Readiness			
STAAR Score	21.6		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		22

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	7 out of 26 = 27%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
Total	23 out of 42 = 55%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>