

West Orange Cove Independent School District

West Orange Stark Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required



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 Orange County's West Orange Cove-CISD. WOSE received a TEA Improvement Required rating. We are a Title I campus with 74.4% Economically Disadvantaged students, 9.2% English Language Learners, 22.1% mobility rate, and 8.9% Special Education students. Our campus currently has 1,036 students in kindergarten through 5th grades.

Student Achievement

Student Achievement Summary

West Orange-Stark Elementary School received a TEA 2017 Improvement Required Rating. Our campus met the target in the following indices: Index 2 - Student Progress and Index 4 - Postsecondary Readiness. In addition, the 2017 Accountability Summary revealed the following: 50 in Index 1 (Target score of 60); 40 in Index 2 (Target score of 32); 27 in Index 3 (Target score of 28) and 22 in Index 4 (Target score of 12).

The following areas were determined as areas of need within WOSE student achievement:

- Economically Disadvantaged Students
- African American Students
- White Students
- Tier 1 Growth
- Reading, Mathematics, Writing, and Science

School Culture and Climate

School Culture and Climate Summary

West Orange-Stark Elementary School supports our district's 2017 Mustang GPS theme of *Grit, Purpose, and Service*. We realize that our school's culture and climate must include a joint effort where *all means all* in order to increase student achievement. Academic and professional levels of expectation will require grit, realizing that we all have a purpose, and that it requires an attitude of service. 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 ESL 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, math, writing, and science instruction by at least 15% in all areas. We will use previous STAAR data and Istation data to support daily interventions. We will continue to implement differentiation strategies and best practices with instructional coaching techniques presented by our literacy coach, numeracy coach, and dean of instruction. These techniques will benefit all students by addressing their individual learning styles. The campus interventionists will assist in ensuring our Response to Intervention is implemented with fidelity. Checkpoints, cycle assessments, and benchmarks 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.

Family and Community Involvement

Family and Community Involvement 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- 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)
- Progress of prior year STAAR failures
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or 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 May 2018, WOSE will increase 3rd, 4th, and 5th grade STAAR Reading scores by 15% or greater.

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

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard 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 | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Interventionist: A. Jefferson | -Progress monitoring -Student growth -Knowledge of students | ✔ | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) Use Istation lessons to target specific areas during interventions | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson | -Student growth in overall reading abilities | ✔ | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 3) Generate goals during PLCs after each ISIP Reading test | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson | -Progress monitoring -Student growth | 🟡 | | | |

| | | | | | | | |
|---|----------------------|---|--|--|--|--|--|
| <p>System Safeguard 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> | 1, 2, 3, 4, 8, 9, 10 | 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>5) Update our data room after each cycle and mock assessment to improve instructional practices</p> | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Interventionist: A. Jefferson | -Progress monitoring -Student growth -Knowledge of students | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Employ data talks during PLCs to determine the deepest holes to target specific learning standards</p> | 1, 2, 3, 4, 8, 9, 10 | 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Share differentiation strategies during our PLCs</p> | 1, 2, 3, 4, 8, 9, 10 | 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>8) Implement the Response to Intervention (RtI) process with fidelity</p> | 8, 9 | 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> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p> | | | | | | | |

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

Performance Objective 2: By May 2018, WOSE will increase 3rd, 4th, and 5th grade STAAR Mathematics scores by 15% or greater.

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

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard 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> | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Interventionist: A. Jefferson | -Progress monitoring -Student growth -Knowledge of students | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Use Istation lessons to target specific areas during interventions</p> | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard Interventionist: A. Jefferson | -Student growth in overall mathematics abilities | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Generate goals during PLCs after each ISIP Mathematics test</p> | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard Interventionist: A. Jefferson | -Progress monitoring -Student growth | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Update our data room after each cycle assessment to improve instructional practices</p> | 1, 2, 3, 4, 8, 9, 10 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard | -Progress monitoring -Student growth -Knowledge of students | | | | |

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|---|----------------------|---|--|--|--|--|--|
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students</p> | 1, 2, 3, 4, 8, 9, 10 | 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Employ data talks during PLCs to determine the deepest holes to target specific learning standards</p> | 1, 2, 3, 4, 8, 9, 10 | 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Share differentiation strategies during our PLCs</p> | 1, 2, 3, 4, 8, 9, 10 | 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>8) Implement the Response to Intervention (RtI) process with fidelity</p> | 8, 9 | 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> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p> | | | | | | | |








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

Performance Objective 3: By April 2018, WOSE will increase 4th grade STAAR Writing scores by 25% or greater.

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

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize quintile reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged, African American and White students)</p> | 1, 2, 4, 8, 9, 10 | 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>System Safeguard 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> | 1, 2, 3, 4, 8, 9, 10 | 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Develop campus-wide writing strategies</p> | 1, 2, 3, 4, 7, 8, 9, 10 | 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 | | | | |










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|--|-----------------------------|---|--|--|--|--|--|
| <p>System Safeguard 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>1, 2, 3, 4, 8, 9, 10</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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

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

Performance Objective 4: By May 2018, WOSE will increase 5th grade STAAR Science scores by 15% or greater.

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

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 1) Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum | 1, 2, 3, 4, 8, 9, 10 | 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 |  | | | |
| Critical Success Factors CSF 1 CSF 4 CSF 7 2) Increase teacher content knowledge and expertise through meaningful professional development opportunities, such as CAST, Mini-CAST, and Jason Project | 3, 4, 10 | 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 |  | | | |
| Critical Success Factors CSF 1 CSF 4 3) Implement use of hands-on and virtual labs available via the world wide web 1-2 times weekly | 9 | Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Numeracy Coach: Y. Pollard | -Student growth and achievement -Lab opportunities increased |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |







Goal 2: WOSE will upgrade technology throughout the campus.

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

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

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 1) Incorporate chrome books into lessons through differentiated instruction, including guided reading groups and guided math groups | 1, 2, 4, 9, 10 | 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 | 9, 10 | 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 | 🟡 | | | |









 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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 | Title I | 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> | 3, 4, 9 | 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> | 4 | 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 |  | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

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 | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide more awareness for parents of upcoming events</p> | 1, 2, 6 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Literacy Coach: A. Domas Numeracy Coach: Y. Pollard Assistant Principals Counselors | -Sign in sheets, parent logs, informational call-outs | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Increase PTA involvement</p> | 1, 2, 6 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Assistant Principals Counselors | -PTA membership | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Increase parent/teacher communication by offering opportunities, such as: Meet the Teacher, Family Literacy Night, Book Fair, STAARY Night, and music programs.</p> | 6 | Principal: Dr. Troy Bethley Dean of Instruction: C. Anderson Assistant Principals Counselors | -Sign in sheets, parent logs, informational call-outs -Parent/teacher communication increased | | | | |
| <p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | | |

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 | Title I | 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> | 3, 5 | 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 Edivate/PD360, Kyte Learning, and other professional development opportunities at our ESC.</p> | 2, 3, 4, 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> | 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 and academic coaches will provide teachers assistance with instructional strategies, meaningful feedback, lesson plan strategies, and data analysis</p> | <p>1, 2, 3, 4, 5</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>✓</p> | | | |
|--|--------------------------|--|--|----------|--|--|--|





 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


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 | Title I | 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> | 1, 6, 7, 9, 10 | Principal: Dr. Troy Bethley Associate Principal: B. Smith Dean of Instruction: C. Anderson Assistant Principals Web masters | -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> | 2, 6 | 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 | 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>System Safeguard Strategy</p> <p>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> | 6 | 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 align="center">Critical Success Factors CSF 5</p> <p>5) Communicate successes by sending home newsletters and uploading photos to the district's Facebook page</p> | 6 | Principal: Dr. Troy Bethley Associate Principal: B. Smith Secretary: T. Brister Webmaster | -Positive communication with school and community |  | | | |
|--|---|--|---|--|--|--|--|

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard 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 | Generate goals during PLCs after each ISIP Reading test |
| 1 | 1 | 4 | Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students |
| 1 | 1 | 6 | Employ data talks during PLCs to determine the deepest holes to target specific learning standards |
| 1 | 1 | 7 | 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 | 3 | Generate goals during PLCs after each ISIP Mathematics test |
| 1 | 2 | 5 | Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students |
| 1 | 2 | 6 | Employ data talks during PLCs to determine the deepest holes to target specific learning standards |
| 1 | 2 | 7 | Share differentiation strategies during our PLCs |
| 1 | 3 | 1 | Utilize quintile reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged, African American and White students) |
| 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 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 |

Campus Improvement Decision-Making Committee

| Committee Role | Name | Position |
|----------------------------|--------------------|----------------------|
| Administrator | Troy Bethley | Principal |
| Administrator | Benny Smith | Associate Principal |
| Administrator | Christina Anderson | Dean of Instruction |
| Administrator | Karl Whitley | Assistant Principal |
| Administrator | Courtney Charles | Assistant Principal |
| Classroom Teacher | Lou Ann Benson | Kindergarten Teacher |
| Classroom Teacher | Sandi Meche | Third Grade Teacher |
| Classroom Teacher | Stacie Dryden | First Grade Teacher |
| Classroom Teacher | Donna Johnson | Second Grade Teacher |
| Classroom Teacher | Cynthia Weeks | Fourth Grade Teacher |
| Classroom Teacher | Lisa Gautier | Dyslexia Teacher |
| Classroom Teacher | Yolanda Clark | Fifth Grade Teacher |
| Administrator | Yunekia Pollard | Numeracy Coach |
| Administrator | Annely Domas | Literacy Coach |
| Classroom Teacher | Beth Brown | Music Teacher |
| Non-classroom Professional | Christi Harris | ARD Facilitator |
| Parent | Erica Sibley | Parent |
| Business Representative | Bart Psencik | Manager |

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

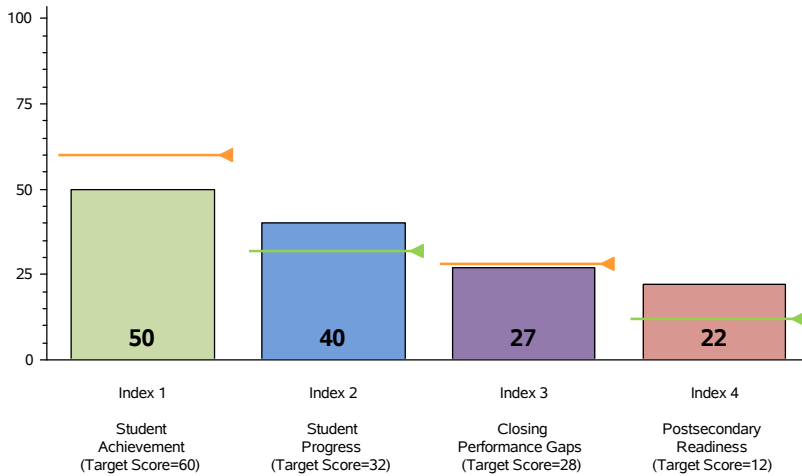
Top 25 Percent Closing Performance Gaps

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>